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OFF TO A GOOD START: A Resource for Parents, Professionals, & Volunteers

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HE 23.1011:

OFF TO A GOOD START:

A Resource for

PARENTS, PROFESSIONALS AND VOLUNTEERS

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
Administration for Children, Youth and Families
Office for Families

DHHS Publication No. (OHDS) 81-30304
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INTRODUCTION

New trends in American life have created changes in the traditional family. The rise in single-parent families, divorce rates, inflation, and the number of women entering the labor force are a few examples of the trends which have altered the structure of the family unit.

For today's parent, educator, and social service professional, there is a pressing need for innovative sources of information that will increase understanding, reduce uncertainty, and stimulate improvements in service delivery. Parents need information about a broad range of issues concerning children and human services. Practitioners in family social services need exposure to alternative, creative methods of funding, administration, and evaluation efforts taking place in other geographic areas.

OFF to A Good Start: A Resource for Parents, Professionals and Volunteers, a publication of the Office for Families (OFF), is a desk reference of this family-relevant information. The publication is a collection of abstracts that were originally compiled by Mott - McDonald Associates, Inc. and used in the Child Welfare Resource Information Exchange. The abstracts selected for this publication were chosen by the Office for Families from the original group of abstracts.

Each abstract was selected on the basis of information which would best serve the interest of parents and professionals working with families. Categories for the index then were chosen according to topic areas discussed in the selected abstracts; each abstract was classified under appropriate headings and sub-topics. The purpose of the cross-referencing format is to increase usability of each abstract.

OFF to A Good Start: A Resource for Parents, Professionals and Volunteers includes information on family and child care, foster care and adoption, parenting and parent education, special problem areas, child abuse and neglect, legal issues, approaches to counseling, and social service research, development, and evaluation. Also included are the broad areas of information resources, and volunteers.

While the text includes current issues on the juvenile justice system and child advocacy, it does not lend itself to subject matter such as marriage, the elderly, or the handicapped adult. The materials contained in this publication are limited to those included in the original set of abstracts.

Certain abstracts were grouped under sub-topics in order to direct attention toward specific subject matter. Two examples are "The Special Child" and "Parent Education." The "special child," as used in this publication, refers to the child with a physical, emotional, or learning problem who may require special attention or residential care. "Parent Education" lists abstracts which contain information on specific types of instruction available to parents, such as courses in parenting and guidebooks on special problems in parent-child relationships.

Every abstract is identified in the table of contents by title and access code. To find, for example, "Guidebook for Child Care," the reader should match the access code 70198 in the contents table with the code in the top right hand corner of the abstract found on the designated page number.

We hope that OFF to A Good Start: A Resource for Parents, Professionals and Volunteers will provide valuable leads in the discovery of services and projects available to families for assistance in meeting family-life challenges. Likewise, we hope that OFF to A Good Start: A Resource for Parents, Professionals and Volunteers will be as equally useful to practitioners as they seek out new ways of working on behalf of families.

ACKNOWLEDGMENTS

The idea for OFF to A Good Start: A Resource for Parents, Professionals and Volunteers grew out of a discussion with E. Dollie Wolverton of the Children's Bureau, Administration for Children, Youth and Families and Paul Mott, of Mott-McDonald Associates, Inc.

Mott-McDonald served as the contractor for the Child Welfare Resource Information Exchange (HEW Contract No. 105-76-1130), a project designed to disseminate information on successful child welfare programs and technologies to promote more effective service delivery to children and families. Upon expiration of the contract, it became clear that substantial resource information, largely in the form of abstracts, would no longer be easily available or accessible to parents, professionals and community groups. In reviewing the abstracts, staff of the Office for Families determined that a significant amount of material generated under the contract was family-focused or family-related. Because there was a high volume of inquiries seeking this kind of project data from the Office, we decided that it would be useful to develop a publication compiling that family-specific information previously lodged in the Exchange.

In every sense of the term, this was a staff project of the Office for Families. It involved the collective energies of both interns and volunteers. Those engaged in the tedious task of cutting out and analyzing the materials include: Sheryl Brissett, Larry Feldman, Dana Friedman, Carolyn Ladd, Marc Mednick, Jill Moray, Melanie Scaduto, Carol Silber, and Jean Young.

One of the challenges to the new Office for Families (OFF) has been to find ways to effectively "broker" information and facilitate dialogue among groups. The value of this publication will be measured by the extent to which it serves parents as an information tool in meeting their family needs, serves professionals as a resource or reference guide to programs in various parts of the country, and serves community groups working hard to build bridges in order to create better services for our nation's families.

Martha Kendrick

Martha Kendrick
Acting Director
Office for Families
Administration for Children,
Youth and Families

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Accession Number 70024

Title: ADOPTION: THREE ALTERNATIVES, A COMPARATIVE STUDY OF THREE ALTERNATIVE FORMS OF ADOPTIVE PLACEMENT

Authors: Shireman JF; Johnson PR

Source: Chicago Child Care Society, Chicago, IL, [n.d.], 24pp.

Funding: Elizabeth McCormick Fund; Chicago Child Care Society; Illinois Children's Home and Aid Society

Abstract: The publication is a comparative study of three alternative forms of adoption used for black children under three years of age: a black child placed with black adopting parents, a black child placed with white adopting parents, and a black child placed with a single black parent. This particular document represents the first four years of an adoption research project which is planned to extend through sixteen and possibly twenty years of the lives of the adopted children and their families. The study focuses on the following specific topics:

1. A child's handling of his racial or sexual identity;
2. A child's identification with his adoptive family and questions about his biologic family.

Approximately 120 children and their adopting families are being studied. The families and children are to be interviewed at four-year intervals over a 20-year period. The long range goal of the study is to gain insight into the special difficulties with which mixed racial families and single parent families may have to cope.

The following results represent only the first four years of the projected study:

1. Single parents report more problems with the children immediately after placement but the fewest problems with the children after two months;
2. White adopting couples were the most flexible in describing the types of child they could care for; they received the highest proportion of children with medical difficulties;
3. Black couples represent a comparison group of traditional adoptive families, generally receiving healthy, young infants. The initial results of the study show strong families and healthy children.

Availability: Miss Sara Leonard, Chicago Child Care Society, 5467 S.
University Ave, Chicago, IL 60615
Price: $2.00

Accession Number 70054

Title: AN EXEMPLARY PROJECT, A UNIVERSITY'S APPROACH TO DELINQUENCY PREVENTION, THE ADOLESCENT DIVERSION PROJECT, URBANA AND CHAMPAIGN, ILLINOIS

Authors: Ku R; Blew CH

Source: Abt Associates, Inc., 1977, 128pp.

Funding: U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Law Enforcement and Criminal Justice, Office of Technology Transfer

Abstract: The Urbana-Champaign Adolescent Diversion Project (ADP) combines academic research and university-based service. It is a cooperative effort to divert youngsters in legal jeopardy from the juvenile justice system. This manual describes the project as it existed during 1973-75. The operations, research design, and role of the University of Illinois in the ADP are discussed.

ADP was designed to serve three major goals:

1. To provide juveniles in the neighboring communities of Urbana and Champaign with an alternative to formal court proceedings by intervening at the point of police contact and offering counseling and social assistance;
2. To provide students at the University of Illinois with practical experience in social intervention techniques by involving undergraduates in the service delivery process;
3. To explore and explain the intervention process and to determine which services work and why within the framework of a carefully controlled experimental research design.

Thirty-six children were randomly assigned to one of three groups. Twelve children were assigned to behavioral contracting. Student volunteers from the University of Illinois monitored and mediated written contractual agreements between the youth and the parents concerning real-life issues: privileges to be available to the child in return for complying with curfews, house chores, and personal appearance. Contracts with teachers were also frequently drawn up.

Twelve children were assigned to child advocacy. The student volunteers using this method would personally act to ensure the rights of their clients when their clients faced crises, such as suspension from school. Twelve children received no services.

(continued)

In order to evaluate the three approaches the children were measured on a series of preselected variables. These included school attendance, further police contact, self-reported acts of delinquency, and scores on a psychometric battery of tests. These variables were measured at the time of referral, at the end of treatment and two months after the termination of treatment using the statistical technique of analysis of variance to interpret the data.

Additional information was obtained through interviews with children, parents and peers in order to provide explanatory information on changes which might be related to treatment.

The results of the research demonstrated that both child advocacy and behavioral contracting, i.e., intervention techniques, succeeded in three important areas:

1. Reduced the number and severity of police contacts during and after the intervention process;
2. Reduced the number and severity of court petitions filed during and after the intervention period;
3. Improved school attendance.

The goals of distinguishing between the effects of child advocacy and behavioral contracting, or explaining the mechanism through which treatment effects change in subject behavior were more elusive. The question remains whether the role of a sympathetic and helping figure in the youth's life may have created the positive changes.

In 1974-75 the costs were approximately $27,000 for research staff and materials. The appendices contain data forms, a bibliography, and one and two-year follow-up information.

Availability: Supt. of Documents, GPO, Washington, DC
Stock No. 027-000-00471-7
Price: $2.00

Accession Number 70056

Title: JUVENILE DIVERSION THROUGH FAMILY COUNSELING, A PROGRAM FOR THE DIVERSION OF STATUS OFFENDERS IN SACRAMENTO COUNTY, CALIFORNIA, AN EXEMPLARY PROJECT

Authors: Baron R; Feeney F

Source: Center on Administration of Criminal Justice, Davis, CA, Feb. 1976, 120 pp.

Funding: U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Law Enforcement and Criminal Justice
Grant No. 74-TN-99-0001/BPO, Washington, DC

Abstract: This program provides intensive family crisis counseling through the Probation Department for runaways, i.e., youths who are beyond control of their parents, unmanageable youth, and other troubled adolescents.

The project began handling cases in October 1970. To evaluate the effects of the diversion procedures, approximately half of the referrals were handled by the project staff. The other half served as a control group and were handled by routine procedures. Each group handled over a thousand cases during the two-year experiment. Referrals to the Probation Department come from the police, the school, or the family itself. Most come from the police and are made shortly after the event which triggers the crisis. Arrangements are made for a family session, generally to be held within the first hour or two after a referral is received by the project counselor.

Crisis intervention and family crisis counseling techniques are crucial to the concept of the project. Central to family crisis counseling are: (1) that problems should be dealt with immediately as they occur, and (2) that problems are best dealt with in the context of the whole family rather than in the context of the individual person whose conduct is the immediate cause of the problem.

A follow-up study conducted after 12 months of operation found:

1. The number of court petitions was reduced by over 80 percent;
2. Overnight detention was reduced more than 50 percent;
3. The number of youths involved in repeat offenses of any kind was reduced by more than 14 percent;
4. The number of youths subsequently becoming involved in criminal behavior was reduced by 25 percent;
5. The cost of the new techniques was less than half the cost of the previous procedures.

Availability: Jean Cook
Capital Systems Group, Inc.
6110 Executive Boulevard, Suite 250
Rockville, MD 20852
Price: $8.50 prepaid to Capital Systems Group, Inc.

Accession Number 70077

Title: ACTION FOR FOSTER CHILDREN COMMUNITY SELF EVALUATION CHART BASED ON THE BILL OF RIGHTS FOR FOSTER CHILDREN

Author: DHEW, Office of Human Development/Office of Child Development, Children's Bureau

Source: DHEW, Office of Human Development/Office of Child Development, Children's Bureau, Washington, DC [n.d.], 12pp.

Funding: Same

Abstract: The Foster Children Community Self Evaluation Chart is a questionnaire based on the Bill of Rights of Foster Children.

The questionnaire attempts to help communities answer the following question: Do foster family services in a particular community measure up to the Bill of Rights for Foster Children?

Each one of the Bill of Rights is expressed and is followed by a series of questions which enable a community to evaluate its performance as good, fair, or inadequate.

Availability: Ms. Kira Hewitt
National Action for Foster Children
7301 Bradley Blvd.
Bethesda, MD 20034
Price: no charge

Accession Number 70083

Title: INDIAN CHILD WELFARE, A STATE-OF-THE-FIELD STUDY, SUMMARY OF FINDINGS AND DISCUSSION OF POLICY IMPLICATIONS

Author: Center for Social Research and Development

Source: GPO, 1976, 49pp.

Funding: DHEW, Office of Human Development/Office of Child Development, Children's Bureau

Abstract: This publication summarizes the document Indian Child Welfare, A State-of-the-Field Study. It reports the findings of interviews and surveys on the needs and practices of child welfare services delivered to American Indian children and their families on and off the reservation and analyzes the policy implications of the research findings. The following topics were examined in the study. These include:

1. The responsibility of state and county social service agencies to provide child welfare services to Indians despite legal and jurisdictional barriers;
2. The lack of understanding and consideration of cultural differences by non-Indian child welfare workers;
3. The removal of large numbers of Indian children from their homes and placement in non-Indian homes;
4. The low level of participation by Indian tribal government and Indian organizations in the planning and delivery of child welfare services.

The research was national in scope but the research sites were not randomly chosen and did not constitute a representative sample. The research techniques used by the study included:

1. Analysis of federal and state legislation;
2. Mail surveys in 22 states with substantial Indian populations;
3. Field interviews at 19 sites;
4. Case studies of programs of particular significance;
5. Mail survey focusing on graduate social work programs.

As a result of its research, the Center for Social Research and Development recommended that federal, tribal and state policies and programs of private child welfare agencies be aimed at the achievement of four major goals:

1. Increasing the involvement by tribal governments and other Indian organizations in the planning and delivery of child welfare services;
2. Increasing study and recognition of inconsistencies between Indian tribal cultures and current welfare practices;
3. Accelerating the placement of Indian children in Indian adoptive and foster homes;
4. Committing resources to unmet needs of Indian families and children.

Availability: Denver Research Institute, Social Research Institute, University of Denver, Denver, CO 80210
Cost: $16.50 Complete Study
5.00 Summary

Accession Number 70122

Title: TREATMENT ALTERNATIVES PROJECT, FINAL REPORT AND PROGRAM EVALUATION

Authors: Heck ET; Gruber AR

Source: Boston Children's Service Association, Boston, MA,
Mar 1976, 254pp.

Funding: State of Massachusetts, Department of Public Welfare

Abstract: The Treatment Alternatives Project (TAP) accepted approximately 200 disturbed children referred for residential mental health treatment by the Department of Public Welfare. The goal of the research-demonstration project was to provide intensive community-based medical, social, and educational services in an attempt to redirect the child from residential care and/or to shorten residential care once it occurred.

In addition to the extensive services provided to the family and child, there were nine major tasks undertaken. These included:

- A medical screening program for all severely emotionally disturbed children referred for residential treatment;
- A set of policies regarding acceptance of children into residential treatment;
- A one-day survey of all children already in residential treatment;
- Standardized forms for the collection of data;
- A computer compatible tracking program;
- Training materials and programs for staff;
- A cost and service accounting system;
- A variety of tests to assess treatment outcomes;
- Mechanisms for periodic review of all children in residential care facilities.

This document describes the clients, services, accomplishments, and the costs of TAP from January 1, 1973 through December 31, 1974. Extensive tables and charts are included to provide a comprehensive picture of TAP's clients, their treatment experience, school performance, and family, peer and community adjustment.

The authors conclude that severely disturbed children could be maintained in less restrictive environments and could make clinical, educational, and social gains comparable to the most intensive treatment alternatives. The evaluation data indicates that the gross cost for this project appears to be comparable, if not less, than normally spent on residential mental health treatment.

Availability: Boston Children's Service Association
867 Boylston Street
Boston, MA 02116
Price: $20.00

Accession Number 70135

Title: ADOPTION HANDBOOK

Author: State of Illinois, Department of Children and Family Services

Source: State of Illinois, Department of Children and Family Services, Chicago, IL, 1976, 56pp.

Funding: Same

Abstract: The Adoption Handbook was written to aid persons working in the area of adoption to understand and visualize the adoption process from evaluation of the child in foster care through release of guardianship after the adoption is final. The presentation concerns both legal and social work knowledge in a combination intended to achieve the best possible outcome for the child and family involved.

A logical and chronological account of the entire adoption process is presented. The many procedural and informational components that are common to most adoption situations are presented. Each section consists of an opening discussion followed by sample letters or requests for information. Forms for requesting various procedures and for filing petitions, notices, and court reports are also included. The appendices include a list of forms (State of Illinois) used in the adoption process, a list of licensed Illinois adoption agencies, and a bibliography of relevant publications. The adoption process is addressed from an implementation viewpoint, based on the program of the Illinois Department of Children and Family Services. Guidelines and procedures to follow during the various stages of the adoption process are presented.

The following issues were addressed:

1. Planning with natural parents;
2. Requesting information concerning legal requirements;
3. Freeing the child for adoption;
4. Locating an adoptive resource;
5. Subsidizing adoption;
6. Finalizing the adoption.

Availability: State of Illinois, Department of Children and Family
2020 West Roosevelt, Chicago, IL 60608
Price: Free

Accession Number 70171

Title: TWO HUNDRED YEARS OF CHILDREN

Author: Grotberg EH, ed.

Source: U.S. DHEW, Office of Child Development, Washington, DC, 1977, 486 pp.

Funding: Same

Abstract: Issues and events that have affected children over the years provide a historical backdrop against which current and future efforts gain more meaningful perspective. Current issues which have implications for the future of children are examined.

The first chapter focuses on demographic information important for understanding the movement and conditions of the people, with clear data on trends which indicate increasing resolution of population differences. Chapter II describes some family styles and child rearing patterns which influence attitudes toward children as well as "uses" and expectations of them.

Chapter III describes the enormous problem faced by the nation in learning about health and improving the health of children. The fourth chapter describes the critical ideas and forms of education over time, with a recognition of the relationship of social values, industrial, scientific and technological demands to educational forms and substance.

Chapter V presents the drive within the American people to correct their own behavior and institutions when these are shown to be cruel, destructive and at odds with the basic values of the nation. Chapter VI traces the attitudes of society toward recreation and play. Chapter VII traces the role of literature in children's lives.

The eighth chapter looks at historical events from the perspective of child development and points out the importance of examining some traditional institutions. The final chapter looks at child development from a legal standpoint. The increased awareness of children's rights and their needs to be protected by law is traced.

Availability: Dr. Edith Grotberg
P.O. Box 1182, ACYF
Washington, DC 20013
Price: Free

Accession Number 70173

Title: CHILDREN'S NEEDS ASSESSMENT

Author: Education Commission of the States

Source: Early Childhood Project Report, Education Commission of the States, Report No. 16, Denver, CO, May 1976, 92pp.

Funding: DHEW, Office of Child Development, Children's Bureau

Abstract: The Children's Needs Assessment is a handbook to help states better plan services for children and their families by conducting needs assessments.

The handbook is divided into two parts: a general discussion of needs assessment and an examination of models used in Idaha, North Carolina, and Texas for gathering data on needs assessment. The appendices contain detailed information on the three models and a survey of state needs assessment activities as of spring 1976.

Throughout the discussion of data gathering techniques, needs assessment is viewed against a broad awareness of the political situation in the state. In other words, data gathering in itself will not affect public policy unless the public, legislature, governor, state and local agencies, are concerned with child welfare.

The report serves as a handbook for those in the states concerned about analyzing the statewide need for new or additional services to children and their families and for those interested in a data base from which to make decisions.

Availability: Education Commission of the States
300 Lincoln Tower Bldg
1860 Lincoln St
Denver, CO 80295
Price: $3.35
Free: State Government

Accession Number 70198

Title: GUIDEBOOK FOR CHILD CARE

Author: Vogel J (ed)

Source: Social Service Board of North Dakota, Bismarck, ND,
1971, 154pp.

Funding: Same

Abstract: This book was originally designed for day care mothers. However, as it was developed it became apparent that it would be useful for anyone caring for children. The guidebook focuses on the necessary knowledge, skills and capabilities needed to provide the best possible care for children.

The book outlines the average physical and psychological characteristics of children from infancy through pre-adolescence. It includes general guidelines for the supervision of children and suggestions for dealing with problem behavior.

The document contains sections on activities for specific age groups: infants, toddlers, preschoolers, school-age children. Activities for retarded and disabled children are also included. Lists of inexpensive equipment and community resources are provided as well as tips on nutrition, health and safety.

Each section is followed by a reading list appropriate to the material discussed.

This guidebook is designed to help those providing care to children understand each child's growth and development process, plan a program of activities to stimulate a child's growing mind and body and to guard the child's safety, self-esteem, and health.

*Availability: Child Welfare Service Unit, Social Services Board
15th Floor, Capital Building
Bismarck, ND 58505
Price: $2.50

Accession Number 70230

Title: GUIDELINES FOR PLACEMENT WORKERS

Authors: Aldridge MJ; Cautley PW; Lichstein DP

Source: University of Wisconsin-Extension, Center for Social Services, Madison, WI, 1974, 68pp.

Funding: DHEW, Office of Research and Demonstrations, Social and Rehabilitation Service, Division of Child Welfare Research and Demonstration Grants

DHEW Grant Numbers 86-P-80044/47-P-25526/5-01

Abstract: These guidelines are designed to assist social workers responsible for making decisions concerning the placement and supervision of foster children. The guidelines are based on a five-year research study of foster placement of school age children 6-12 years of age.

The manual presents specific statements and questions concerning practice techniques and issues that are of concern to placement workers. Workers are provided with related findings from the research study and with guidelines which demonstrate how these findings can be used in their daily practice.

One hundred and fifteen foster families were studied from the time they first applied as foster parents and for 18 months afterwards, providing the child stayed that long.

The information was collected in tape recorded interviews with the foster parent and the social workers supervising the placement. The mothers were interviewed when the child had been in the home four weeks. The mother and father were interviewed individually when the child had been in the home three months. Subsequently, interviews were held at three months, six months, and thereafter at six-month intervals until the final interview at 18 months.

The research is divided into nine topics followed by specific guidelines for social workers emanating from the research.

A summary of the research findings follows.

It is better to place a school age child in a home where there are no preschool children. Placements where the foster child becomes the youngest child in the family are usually more successful.

The less legal responsibility the agency has for the child, the more likely the placement would work out well.

(continued)

It was found that preplacement visits by the foster child to the foster home were important. There also was a correlation between the time the social worker spent with the foster parents before placement and the success of the placement.

There was strong evidence that the pattern of interaction between the foster child and the foster parents was established early in the placement and that the support and reassurance by the social worker of the foster family contributed to successful placement.

There is considerable evidence that the foster father is a very important figure in the placement. Information obtained from the foster father was of value in predicating the ultimate success of the placement. Fathers who were included in preparation for the placement, who became actively involved with the foster child, and who were supportive of their wives, contributed to the success of the outcome. In addition, the foster father provided clearer clues than the foster mother that the placement was not working out.

Only a small proportion of foster parents received guidance from their counselor in helping the child adjust to having two families. Foster parents, particularly, need help in understanding a child's fantasies about his natural parents.

During the course of study one-third of all foster parents asked the agency to remove the child. One factor contributing to success of placement was the presence of positive feedback between the parent and foster child. It was often related to the growth, happiness and affection of the child. Even if there was a lack of affection from the child, an improvement in behavior could provide the needed satisfaction.

The most important clue that emerged from the data was that problems occurred with foster parents frequently after a child had been evaluated at a child guidance clinic or similar facility. Even though the foster parents had been handling the child adequately, the label such as "brain damaged" or "retarded" made the foster parents feel inadequate. This suggests that social workers provide foster parents with descriptions and explanations but avoid the use of labels.

The study revealed that another important measure of success is the change in the foster child: improvement, setback, stabilization. This is in part a measure of the foster parents' attitude, and in part an actual indication of how well the placement is meeting the child's needs.

The document includes an interview guide for workers to use when discussing foster home placements with foster parents.

Availability: Center for Social Service, University of Wisconsin Extension, 323 Lowell Hall, 610 Langdon St., Madison, WI 53706
Price: $3.00

Accession Number 70232

Title: LEGAL TRAINING FOR CHILD WELFARE WORKERS, A MANUAL FOR USE WITH THE VIDEOTAPE SERIES

Authors: Selbo J; Jessie F; Lynaugh A

Source: University of Wisconsin-Extension, Center for Social Service, Madison, WI, 1975, 154pp.

Funding: DHEW, Social and Rehabilitation Service, Community Services Administration

Abstract: Legal Training for Child Welfare Workers is a manual designed to supplement eight videotape programs dealing with aspects of legal training needed by social workers.

The issues covered in the manual are exemplified by the following videotape programs:

(1) Legal bibliography;
(2) Due process in delinquency proceedings;
(3) Legal issues in protective services;
(4) Termination of parental rights;
(5) Courtroom procedures and strategies;
(6) Grantmanship and funding;
(7) Innovative services;
(8) Proposed revision of the children's code.

This manual, in conjunction with eight videotape programs, is designed to assist family service supervisors train workers within their agencies, enabling them to present their case in court more effectively, and to ensure due process for their clients. The program aims to make social workers more comfortable and competent in the courtroom setting.

Availability: University of Wisconsin-Extension
Center for Social Service
Madison, WI 53703
Price: Manual Free
Cassettes $70.00

Accession Number 70236

Title: INDIAN CHILD WELFARE, A STATE-OF-THE-FIELD STUDY

Author: Center for Social Research and Development

Source: GPO, Washington, DC, 1976, 421pp.

Funding: DHEW, Office of Human Development/Office of Child Development, Children's Bureau

Abstract: This study reports the findings of an extensive survey of the needs, structure and practices of child welfare services delivered to American Indian children and their families on and off the reservation. The appendix to the report includes a detailed methodology of the study, including the questionnaires and interview questions used in the study.

The research was national in scope but the research sites were not randomly chosen and did not constitute a representative sample. The research techniques used by the study included:

1. Analysis of federal and state legislation was conducted in order to determine the complex nature of the self-governing powers of the Indian tribes.
2. Mail surveys in twenty-two states with substantial Native American populations were conducted, including divisions of child welfare within state departments of social services; state institutions serving delinquent, retarded, emotionally disturbed, and physically handicapped children; private agencies identified as possibly active in Indian child welfare; area offices of the Bureau of Indian Affairs and the Indian Health Service; a sample of tribes; intertribal and national Indian organizations; and a sample of boarding schools of the BIA;
3. Field interviews at nineteen sites, including twelve reservation sites, four urban Indian communities, one terminated tribe, and one site each in Oklahoma and Alaska, were conducted. While Oklahoma and Alaska have no federal reservations, Indians in these states nevertheless have a special relationship with the federal government which entitles them to certain special services. At each site, there was an effort to interview all agencies involved in Native American child welfare matters, including county welfare offices, agency social workers of the BIA, social workers or mental health workers of the IHS, tribal social services offices, tribal councils, tribal and state/county police, tribal and state/county juvenile courts, legal services, Indian centers urban areas, urban schools serving large numbers of Native Americans, and private agencies active in Indian child welfare.

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4. Case studies of four programs involved in the placements of Indian children with non-Indian families were examined:

    a. Indian Student Placement Program of the Church of Jesus Christ of Latter-Day Saints;
    b. Adoption Resource Exchange of North America (ARENA);
    c. Indian Adoption Project of the Jewish Family and Children's Service of Phoenix;
    d. Native American family and Children's Service of Minneapolis.

5. Case studies of three efforts to increase Indian involvement in child welfare matters within the context of the current federal/state system were studied:

    a. The Washington State Indian Desk;
    b. The Navajo Experience with Purchase-of-Service Contracting;
    c. Tribal involvement in Title XX in Arizona.

6. A mail survey of graduate schools of social work, Native American graduates and students of these schools was conducted.

The following findings reflect the outcome of the study:

1. State and county social welfare services are responsible for providing child welfare services to Indians without discrimination despite the legal and jurisdictional barriers imposed on the delivery of state and county services to reservations.
2. Interviews and surveys indicated that proper understanding and consideration of cultural differences between Indians and non-Indians are essential for providing services. The child welfare worker who deals with Indians needs to take actions that are consistent with tribal culture.
3. The surveys showed that large numbers of Indian children have been removed from their homes and placed with non-Indian families by child welfare workers.
4. The study showed that tribal governments and Indian organizations were not sufficiently involved in the planning and delivery of child welfare services.

As a result of the findings, the Center for Social Research and Development recommended that federal policies should support the planning, management, and delivery of child welfare services by tribal government and by Indian organizations off reservations. States should be required to provide child welfare services to Indians while respecting tribal cultures.

Availability: Denver Research Institute, Social Research Institute, University of Denver, Denver, CO 80210 Cost: $16.50 complete study
5.00 summary

Accession Number 70296

Title: TREATMENT FAMILY CARE HOMES FOR DISTURBED FOSTER CHILDREN

Author: Bauer JE; Heinke W

Source: Child Welfare, Volume 55, Number 7, July/August 1976, 478-490

Funding: Division of Family Services. Wisconsin Department of Health and Social Services

Abstract: The development and use of treatment family care homes for foster children is discussed. This is seen as a possible solution to the high failure rate of foster home placements involving children and adolescents with problems.

The Fond du Lac Office, Division of Family Services of the Wisconsin Department of Health and Social Services has had an active treatment home program since 1968. The agency cites six components as essential in developing and operating a treatment family care program: the treatment home must be agency-planned; agencies involved in treatment family care need a philosophy that encourages and supports the treatment of children in foster homes; to provide the intensive service needed in a treatment home program, the caseload size should be limited to, ideally, not more than 12-15 cases; adequate supportive services are needed by the agency, worker and foster parents to maintain the placement of a disturbed child in the community; offering training and educational opportunities to the foster parents is essential to a progressive program; and a dynamic treatment home program requires a planned evaluation system. Referrals to the program are carefully screened. Interviews with the social service staff and preplacement visits at the treatment home are conducted, and a contract is drawn. Goals are established and monitored. The last phase in the process is goal achievement and/or termination of placement.

The Division has found the treatment family care program to be a viable approach to serving children with emotional or behavior problems. Most of the children have made significant gains.

Availability: John E. Bauer & Warren Heinke
Fond du Lac Office
Division of Family Services
Wisconsin Department of Health and Social Services
485 South Military Road
Fond du Lac, WI 54935
Price: Free

Accession Number 70308

Title: CHILD ABUSE PREVENTION AND INTERVENTION PROGRAM IN ORANGE COUNTY, CALIFORNIA

Author: Orange County, California Department of Social Services

Source: Orange County, California Department of Social Services, Santa Fe, CA, n.d., 95 pp.

Funding: Same

Abstract: This document describes the development of the Child Abuse Prevention Program in Orange County, California and provides a description of program activities. The material is organized in chronological order according to the historical development of the program. Selected letters, proposals, resolutions, and reports document the development of the program from 1973 through 1976.

Program objectives include the assessment and referral of reported child abuse cases within twenty-four hours, increased reporting of child abuse cases, consultation to reporting persons, and improved social services to abusing families through community education programs.

The activities described include the Child Abuse Registry, which is a central reporting and referral system; an inservice training program for professionals; and the development of a liaison with the Child Abuse Council. Documentation on the results achieved include statistical reports, evaluations, and progress reports. Indicated needs and problems experienced in implementing the program are also discussed.

Availability: Capital Systems Group, Inc.
Attention: Ms. Jean Cook
6110 Executive Blvd.
Suite 250
Rockville, MD 20850
Price: $10.00 Prepaid to Capital Systems Group, Inc.

Accession Number 70326

Title: CHILD ABUSE AND NEGLECT, THE PROBLEM AND ITS MANAGEMENT, COMMUNITY TEAM, AN APPROACH TO CASE MANAGEMENT AND PREVENTION, VOL. 3

Author: Adamowicz D [ed.]

Source: GPO, Washington, DC, 1975, 208pp.

Funding: DHEW, Office of Human Development, Office of Child Development, Children's Bureau, National Center on Child Abuse and Neglect

Abstract: This third in a series of volumes on child abuse presents a description of community coordination for managing and preventing child abuse.

Within the context of the "community team approach," various resources for identification and diagnosis, treatment and education are discussed. Families having the problem of child abuse have to be identified and a treatment plan for each family developed which includes appropriate therapeutic and support services.

The community must be informed about child maltreatment both to broaden the base of potential reporters, and to ensure public awareness of available help. Professionals working with children must be taught to identify the signs of abuse and neglect. Those directly involved in case management must receive additional specific training.

The volume includes suggestions for developing a coordinated community program, examples of existing programs and some current ideas on the prevention of child abuse and neglect.

This publication was written for communities that are interested in a "multidisciplinary diagnostic/treatment/and preventive program for families and children who have or are likely to have, the problem of abuse and/or neglect."

Availability: Supt of Docs, GPO, Washington, DC
Stock No. 017-092-0019-7
Price: $2.60

Accession Number 70334

Title: PROTECTIVE SERVICES FOR ABUSED AND NEGLECTED CHILDREN AND THEIR FAMILIES, A GUIDE FOR STATE AND LOCAL DEPARTMENTS OF PUBLIC SOCIAL SERVICES ON THE DELIVERY OF PROTECTIVE SERVICES

Author: Community Research Applications, Inc.

Source: Community Research Applications, Inc., NY, [n.d.], 124pp.

Funding: Public Services Administration

Abstract: This guide is directed toward assisting state and local agencies to improve administration and management of services to abused and neglected children and their families.

Protective services are necessary when a family becomes dysfunctional to the point where they cannot protect their children from physical or emotional harm or cannot provide children with the basic necessities of life in terms of food, clothing, shelter, and supervision.

The first section of the guide, addressed to state administrators and planners, defines the state agency's roles and responsibilities for protection services. It is recommended that protective services at the state level exist as a specialized unit within the state social services.

Included in the guide are discussions of state office responsibilities such as establishing a central Child Abuse Registry, setting up a clearinghouse for information on protective service programs and initiating and responding to proposed state legislation and monitoring and evaluating local protective service programs.

The second section of the guide is directed toward administrators and planners at the local level. Five organizational models are presented and consideration is given to the advantages and disadvantages of each. An analysis of each of the functions of protective services is made including assessments, investigation, case management, treatment, resource development, public education and record keeping.

The guide emphasizes the importance of providing the opportunity for professional staff growth through in-service training and/or academic credit. Examples of specific staff development programs are included in the guide.

The responsibilities of protective services to provide public education and information to professionals and the general public and techniques for providing public education are included in the document. At the end of each section of the guide is a checklist which state and local agencies can use to measure where their programs stand in relation to the recommendations made in the guide.

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Availability: George Murphy, Public Services Administration
Office of Human Development, Room #3227
330 C St, NW, Washington, DC 20001
Price: Free

Accession Number 70409

Title: TREATMENT OF FAMILIES EXHIBITING VIOLENCE TOWARD CHILDREN

Author: Center for Social Research, Lehigh University

Source: Center for Social Research, Lehigh University, Bethlehem, PA, December 1976, 49pp.

Funding: Lehigh and Northampton Counties through a grant from the Pennsylvania Department of Public Welfare

Abstract: This document presents a multidisciplinary child abuse treatment and prevention program which began in 1969 serving clients of Lehigh and Northampton Counties in eastern Pennsylvania. A team approach is described involving professionals from the fields of medicine, social work, nursing, and psychology.

The document describes the services offered in the two counties for the treatment of families exhibiting violence toward children, noting similarities and variations. The functions of the following service components are given: Children's Bureaus, group therapy programs, the parent education program, and research evaluation and staff training activities. The summaries of the group therapy programs for abusive parents include psychological factors involved during the therapy process, the concept of community teamwork, descriptions of therapy sessions, and responsibilities of the professionals. Northampton County also has an action-oriented family therapy program.

The educational activities, staff responsibilities, and home visits are described for the parent education program, which is based on the Home Start Program.

The report includes an analysis of child abuse citations for the period from 1967 to 1975. Tables are included which present statistics on these analyses.

Availability: Dr. Roy Herrenkohl
Center for Social Research
Lehigh University
10 West 4th Street
Bethlehem, PA 18015
Price: $3.00

Accession Number 70420

Title: TWENTY-FOUR-HOUR EMERGENCY SERVICES TO CHILDREN

Author: State of Georgia, Department of Family and Children Services

Source: State of Georgia, Department of Family and Children Services, Atlanta, GA, 1977 (80pp.)

Funding: Same

Abstract: The 24-Hour Emergency Services Program was developed as the result of a community concern to have appropriate services and emergency shelter available around the clock. Most referrals or complaints are made by telephone and come from outside the immediate family. The intake staff has the responsibility of responding promptly to the family crisis and determining what services, if any, are needed.

The intake evaluation determines whether the family needs protective services or whether the case can be more appropriately transferred to another community agency. The intake officer has a number of options available. These include an Emergency Shelter Home, homemaker services, counseling, and/or police contact.

The Emergency Services Program was implemented in 1973 and became fully operational in 1974. The document includes a series of reports covering the period 1973-1976. These reports provide an insight into the evolution of the Fulton County Program.

The program was estimated to cost $400,000.00 per year. This includes the operation of the Emergency Shelter Home and salaries for 33 staff members.

This program would be useful to administrators and managers responsible for establishing an intake system for children and families in need of emergency and/or protective and foster care placement.

Availability: Ms. Anne Jewett
State of Georgia, Dept. of Family and Children Services
Fulton County
2001 Martin Luther King, Jr. Drive, N.W.
Atlanta, GA 30310
Price: Free

Accession Number 70471

Title: WIDENING HORIZONS, THE TEACHING ASPECT OF HOMEMAKER SERVICE, A GUIDE

Author: National Council for Homemaker-Home Health Aide Services, Inc.

Source: National Council for Homemaker-Home Health Aide Services, Inc., New York, NY, 1974, 113pp.

Funding: Lois and Samuel Silberman Fund; Administration of the Aging

Abstract: The purpose of this guide is to demonstrate how homemakers-home health aides can serve as agents of change while providing for the daily needs of individuals and families.

While there is an element of teaching in every homemaker assignment, the basic goal of this special application of homemaker service is to help the individuals or families learn specific home management skills so that they can remain in their own homes. This in-home instruction, supplemented by counseling from social workers, can often provide support for a disturbed family.

In order to decide who will benefit from homemaker service an evaluation of the family situation should be made, assessing not only the need for services, but also the clients' interest in and ability to respond to teaching.

The role of the professional is twofold: one is to supervise and administer direction of the homemaker, beginning with her selection, through her training, assignment and performance; the other is to work with individuals or families on problems identified by the professional and family together and aided by the homemaker's observations. The homemaker becomes a teacher when she performs her service in such a way that she is helping individuals and families to effect changes in their living patterns.

Homemaker-home health aide service programs can be administered within a multiple service organization or a single purpose agency, or it can be a joint endeavor between two agencies.

An important aspect of a homemaker-home health aide program is a well designed evaluation component. In addition to providing more adequate evidence of effectiveness for purposes of accountability, systematic investigation of the success of a teaching program can be useful for making administrative decisions.

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Homemaker services should do everything possible to meet the family's total needs. This means making use of community resources such as: employment, schooling, health, housing, legal services, dental care, psychiatric care, transportation, consumer education and protection, and social and cultural opportunities.

The teaching aspect of homemaker service is used to improve the quality of life for young families and older persons when the physical, mental or emotional handicap of a family member disrupts ability to meet daily needs. Using teaching and motivating skills, the homemaker service team can help the individual achieve a greater degree of independent functioning. Family members can also be taught how to help the handicapped person meet his needs better.

Availability: National Council for Homemaker-Home Health Aide
Services, Inc., 67 Irving Place, New York, NY 10003
Price: $4.00

Accession Number 70476

Title: HOMEMAKER-HOME HEALTH AIDE SERVICES FOR HANDICAPPED CHILDREN

Author: Soyka PW

Source: Child Welfare 55:4, Apr 1976, 241-51

Funding: Same

Abstract: The philosophy of homemaker-home health aide services for handicapped children is that every child has a right to his own home and the care of his own family whenever possible.

Homemaker-home health service is a team service designed to provide special training to families for the daily care and management of a handicapped child. The team may include a physician, a nurse, a social worker, and a nutritionist.

This service can alleviate the stress on families who have the sole responsibility for the care of a handicapped child. This service allows the parents to spend some time with their other children, and also to meet their own needs for recreation, friendships and other normal activities.

The article cites the Cincinnati homemaker-health aide project as a successful example of this kind of service.

Another aspect of homemaking service is prevention of abuse or neglect that can occur because of excessive pressure on parents.

This article presents a creative use of homemaker services for social service agencies that are seeking new ways to keep families intact.

Availability: National Council for Homemaker-Home Health Aide Services, Inc.
67 Irving Place, 6th Floor
New York, NY 10003
Price: $.50

Accession Number 70495

Title: COURT STRUCTURE, JUDICIAL AND NON-JUDICIAL PERSONNEL AND JUVENILE RECORDS, A COMPARATIVE ANALYSIS OF STANDARDS AND STATE PRACTICES, VOL.3

Author: National Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention

Source: GPO, Washington, D.C., 1977, 78pp.

Funding: U S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, National Institute for Juvenile Justice and Delinquency Prevention

Abstract: The organization and structure of the juvenile or family court is one of the subjects in a nine-volume series on juvenile delinquency prevention.

The first portion of the volume contains various alternatives for court organization. Such issues as the relative merits of the juvenile court versus the family court; the level at which the court handling juvenile matters should be placed in the court structure; the position of the juvenile court -- separate court or division of a general trial court; and the scope of the court's jurisdiction are outlined.

The Task Force recommends a family court located at the level of the highest court and holding a position as a division of the general trial court with jurisdiction over family-related legal problems.

The second major segment of this volume addresses issues related to judicial officials and non-judicial personnel. The Task Force recommends that family court judges be lawyers who possess a keen and demonstrated interest in the needs and problems of children and families. Family court judges should receive permanent assignments and handle all judicial procedures relating to juveniles. The family court division should be provided with adequate administrative support staff to meet all nonjudicial needs.

The various methods of selecting judges for a family court are also discussed. The Task Force recommends assignment by the presiding judge without regard to seniority as a matter of internal trial court policy. If a vacancy must be filled by election or appointment of a new judge, the vacancy should be filled by the merit plan of judicial selection.

A short memorandum on juvenile records and information systems is attached as an appendix.

Availability: National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20850
Price: no charge for single copies

Accession Number 70497

Title: JURISDICTION-STATUS OFFENSES, A COMPARATIVE ANALYSIS OF STANDARDS AND STATE PRACTICES, VOL. 5

Author: National Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention

Source: GPO, Washington, DC, 1977, 78pp.

Funding: U.S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, National Institute for Juvenile Justice and Delinquency Prevention

Abstract: Jurisdiction-Status Offenses is the fifth volume in a nine-part series on juvenile delinquency. It contains six comparative analyses on the subject of status offenses.

The first analysis explains the various arguments for and against the abolition of "status offenses" as a component of the court's jurisdiction. The latter analyses examine the pros and cons of authorizing jurisdiction on the following bases:

- Truancy or other school-related misbehavior;
- Disobedience to parents;
- Running away;
- Conduct dangerous to self or others;
- Conduct which imperils a juvenile's morals.

The Task Force was dissatisfied with the vague, open-ended criteria for jurisdiction presently employed. It selected five specifically defined behaviors which it viewed as "clearly self-destructive or otherwise harmful to the child." These were:

- Repeated school truancy;
- Repeated disregard or misuse of lawful parental authority;
- Repeated running away from home;
- Repeated use of intoxicating beverages; and
- Repeated or serious "delinquent acts" by children under 10 years of age.

The Task Force also specified that in determining jurisdiction the family court should be required to substantiate the allegations of misbehavior and exhaust all available and appropriate outside services.

Availability: National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20850

Accession Number 70505

Title: EVALUATION REPORT, ALTERNATIVE TO FOSTER CARE

Author: Ishisaka HA

Source: Seattle Indian Center, Inc., Seattle, WA, June 1975, 89pp.+

Funding: Same

Abstract: The Alternative to Foster Care Program (ATFCP), begun in Seattle in October 1972 as a research and demonstration project is no longer in existence. The intent was to explore means by which Native American families could be assisted in maintaining custody of their children.

Over the course of this residential treatment program 26 separate families lived in residence. The families were provided with apartments and household materials needed to make the apartments homes. A program of group activities, family counseling, and referral to supportive community resources was supplied by the staff. Program start-up, formative difficulties, staff training, morale and turnover are discussed.

The section concerning methods of data collection for evaluation includes a descriptive profile of Native American family residents in the program. Both the residential and outreach components of the program are described and evaluated in terms of costs and effectiveness.

Appendices provide samples of instruments, forms, flyers, and job descriptions. Changes and additions to the ATFCP model are recommended for future users of such programs.

This report will be of value to communities in setting up similar programs geared to prevent separation of children from their natural parents and/or to prevent temporary foster care from becoming unplanned long term care.

Availability: Mr. Ishisaka
School of Social Work
University of Washington
Seattle, WA 98105
Price: $5.00

Accession Number 70511

Title: CHILDREN, FAMILIES AND FOSTER CARE, NEW INSIGHTS FROM RESEARCH IN NEW YORK CITY

Authors: Ferleger B; Cotter MJ

Source: Community Council of Greater New York, New York, NY, Dec. 1976, 30pp.

Funding: Rockefeller Brothers Fund

Abstract: Foster care in New York City is the subject of this discussion. Research findings as well as recommendations emanating from the research are examined.

Recent studies indicate that the vast majority of children come into foster care because of parental problems. Abandonment, neglect, drug abuse and mental illness are significant factors related to placement and seen predictive of the child's length of stay in care. Results from the Columbia University longitudinal study reveal that 57 percent of the children studied who were abandoned or deserted and 48 percent of the children who were neglected or abused were still in foster care at the end of five years. Preliminary findings also indicate that children of drug abusing parents tend to remain in foster care for extended periods of time.

As a result of these findings the Reverend Joseph Sullivan, Executive Director of Catholic Charities, Diocese of Brooklyn, points out that adoption can presently benefit only a select group of children in foster care. The characteristics of large groups of children in care--age, educational and emotional problems, ethnic background--suggest that there is little likelihood of adoption unless the community recognizes the need for mandated planning for permanency for children and legislation for court review and termination of parental rights.

Patricia Morisey at Fordham University, Graduate School of Social Service, contends that it is the failure of public policy to provide economic support, health, mental health and other social services and to remedy weaknesses in the educational and juvenile justice system that is directly related to foster care's systemic problems. Research findings cannot be utilized to effect policy changes in foster care unless underlying socioeconomic issues are solved.

The appendices contain a synopsis of research studies on foster care and a directory of groups concerned with the foster care system in New York City.

Availability: Publications Department
Community Council of Greater New York
225 Park Ave South
New York, NY 10003
Price: $3.00, Prepay

Accession Number 70534

Title: INTENSIVE SERVICE TO FAMILIES UNIT

Author: Spence-Chapin Services to Families and Children

Source: Spence-Chapin Services to Families and Children, New York, NY, n.d., 129pp.

Funding:

Abstract: This manual describes the philosophy and background of a program designed to help families before their problems become so acute that their children have to be placed in foster care. It also includes the procedures which guide the staff's work.

An overview of the program describes the creation of the Intensive Service to Families Unit by Spence-Chapin Services to Families and Children in New York City, which is primarily a foster care and adoption agency. The staffing pattern is described, which consists of a professionally trained social worker who is assisted by two MSW workers, an MSW intake worker, a secretary, an intern, and a paraprofessional. The staff works with the client to set personal goals and to arrange the services needed which include professional casework, home visits, psychiatric and psychological evaluations, and direct financial aid.

Project objectives, workplans, and reporting procedures are presented. The procedures demonstrate how statistical and financial records are generated as well as specific steps such as issuing checks for financial aid for clients or arranging temporary lodging or meals. Case procedures such as phone referrals, intake interviews, case transfers and closings, and caseload reporting are described in the manual. Internal office procedures and resource lists are also presented.

Availability: Spence-Chapin
6 East 94th Street
New York, NY 10028
Price: $4.95

Accession Number 70558

Title: BARRIERS TO PLANNING FOR CHILDREN IN FOSTER CARE

Author: Regional Research Institute for Human Services

Source: Regional Research Institute for Human Services, Portland State University, Portland, OR, 1976.

Funding: Department of Health, Education and Welfare, Office of Child Development

Abstract: This document is Volume I of a three-part report on a three-year demonstration project in Oregon that began in 1973 entitled Freeing Children for Permanent Placement. This volume presents the research strategy for the project. The second volume depicts how barriers to permanent planning for children were overcome. The third volume is a manual describing how to effect permanent planning for children. The project was designed to address the problem of a particular group of children: those destined for unplanned long-term foster care unless alternative measures were actively pursued on their behalf.

The study found seven major types of barriers to permanent placement: realistic client barriers based on the characteristics of the parents and children; pessimistic policies based on the child's age and service history; caseworker attitudes toward permanent placement; lack of required procedures for time delays, formulation of plans, activities, decisions, and evidence; county differences; caseworker's previous experience; and lack of permanent planning options.

This volume examines these barriers to permanent planning by focusing on the initial decisions made by foster care caseworkers. The authors found that these decisions were influenced by the child's service history, client-related barriers, and non-client and institutional barriers. The research methodology compared client and non-client variables, demonstrating how they hinder permanent placement, and how they can be removed. This report includes a review of the literature which demonstrates that the problem of placing children in permanent homes is evidenced nationwide; it also describes existing and potential alternatives to foster care.

Data collection instruments were designed toward the achievement of two principal objectives: to develop and publicize methods for overcoming barriers to permanent planning and, to demonstrate the effectiveness of those methods. The research methodology and evaluation criteria are described in detail, including items such as the sample population, case-screening techniques, decision trees, the dependent variables (barriers), and the statistical procedures used.

According to a follow-up study in 1977, the results of this program, as implemented in Oregon, demonstrate that the placements made have remained stable; 92 percent of the children are currently in their original placements.

Availability: Regional Institute for Human Services
P.O. Box 751
Portland, OR 97207
Price $3.10

Accession Number 70559

Title: PERMANENT PLANNING FOR CHILDREN IN FOSTER CARE

Author: Pike, Victor A.

Source: Regional Research Institute for Human Services, Portland State University, Portland, OR, 1977, 142pp.

Funding: DHEW, Office of Child Development, Children's Bureau, National Center for Child Advocacy

Abstract: This manual has been compiled as the third part of a three-volume demonstration project in Oregon that began in 1973 entitled Freeing Children for Permanent Placement. The first volume presents the research methodology of the project; the second volume depicts how the barriers to permanent planning for children were overcome. This manual serves as a practical reference guide designed to assist the worker in analyzing available placement options and evaluating factors pertinent to choosing an appropriate plan.

Permanency planning is the central approach to the program. It is distinguished from other programs by the agency/worker motivation to take prompt decisive action to place children in permanent homes, and by the willingness to pursue the termination of parental rights for for those children who would best be served by an adoption placement.

Specifically, the handbook contains:

- A Decision Tree: a format for making decisions -- when, by whom, etc.;
- How-To-Do-It: step-by-step procedures for achieving a chosen plan;
- Case Examples: illustration of the types of children who need permanent plans; the appropriate plans chosen and how the objective was accomplished;
- Supervisor's and Caseworker's remarks: specifically designed to provide support and useful tips to assist caseworkers in overcoming barriers to permanency planning; and
- Bibliography: a list of selected publications.

According to a follow-up study in 1977, the results of this program, as implemented in Oregon, demonstrate that the placements made have remained stable; 92 percent of the children are currently in their original placements.

Availability: Permanent Planning Project
Regional Research Institute for Human Services
Portland State University
P.O. Box 751
Portland, OR 97207
Price: no charge

Accession Number 70571

Title: COMPREHENSIVE EMERGENCY SERVICES, COMMUNITY GUIDE

Author: Nashville Urban Observatory, National Center for Comprehensive Emergency Services to Children in Crisis

Source: National Center for Comprehensive Emergency Services to Children, Nashville, TN, 2nd edition, 1976, 210pp.

Funding: DHEW, Office of Human Development, Office of Child Development, Children's Bureau

Abstract: Comprehensive Emergency Services (CES) constitute a series of coordinated services designed to meet emergency needs of children and their families in crisis in Nashville, Tennessee.

The CES system seeks to maintain children in their own home environment during crisis situations. In cases where separation from the home is necessary, services are provided to children and their families which promote a more orderly, less damaging environment for children.

The CES system consists of Twenty-four-hour Emergency Intake, Outreach and Follow-through, Emergency Shelter for Families, Emergency Caretakers, Emergency Homemakers, Emergency Foster Family Homes, and Emergency Shelter for Adolescents. These specific services are discussed in detail and information is provided on procedures, coordination, recruitment of personnel, philosophy and purpose of the services. The Emergency Neighborhood Crisis Centers as established in Buffalo, New York, provide another viable service delivery component of CES to be used in areas where decentralization is imperative for accessibility and visibility.

Included in the guide is a thorough discussion of problems related to planning and administering a CES system. Information for administrators on community participation in the development of the program as well as a discussion of the importance of working within the political system are part of the guide.

The appendices include information on some legislation which may be of help to other states, a variety of forms used in the project and a brief description of the National Center and its function.

This guide has been prepared to assist communities throughout the United States in developing comprehensive emergency services (CES) to aid children and families in crisis. This second edition addresses the problems of developing and implementing CES in a rural community and identifies the distinct advantages of reorganizing service delivery in smaller communities under one agency.

Additional documents are available on the CES system in Nashville. They include a research study, a training guide, a booklet briefly describing the system and a documented evaluation of the system.

Availability: National Center for Compehrensive Emergency Services
to Children
320 Metro Howard Building, 25 Middleton Street
Nashville, TN 37210
Price: no charge
No duplicating restrictions

Title: COMPREHENSIVE EMERGENCY SERVICES, TRAINING GUIDE

Author: Nashville Urban Observatory, National Center for Comprehensive Emergency Service to Children in Crisis

Source: National Center for Comprehensive Emergency Service to Children, Nashville, TN, 2nd edition, 1976, 236pp.

Funding: DHEW, Office of Human Development, Office of Child Development, Children's Bureau

Abstract: The Comprehensive Emergency Services (CES) system depends upon finding people and agencies who are willing to assume the challenge of serving children and their families on an emergency basis.

Once community leaders have taken the preliminary steps toward the establishment of a CES system, tailored to the requirements of a particular community, they must give attention to the training of personnel.

This guide is organized into four principal sections: units describing the nature and purpose of each of the components of CES, suggested training modules, training materials, and an annotated bibliography relevant to CES. The pragmatic training modules, which cover topics such as crisis intervention and the care of children in the home, are organized with a consistent format. Each training module contains the learning objectives to be achieved through the use of the training exercise, references to materials necessary to carry out the training module, preparation tips for the instructor and a procedure that can be used by the instructor in carrying out the exercises with the training group.

The guide is designed to meet the emergency needs of families by developing a staff of personnel who understand family crisis and its implications, have developed a set of practical skills necessary for emergency service and appreciate the significance of coordinated and continuing service delivery.

Additional documents are available on the CES system in Nashville. They include a research study, a community guide detailing the overall requirements for establishing and operating a CES system, a booklet briefly describing the system, and a documented evaluation of the system.

Availability: National Center for Comprehensive Emergency
Service to Children
320 Metro Howard Bldg, 25 Middleton St
Nashville, TN 37210
Price: Free
No duplicating restrictions

Accession Number 70575

Title: DEVELOPING PROGRAMS FOR INFANTS AND TODDLERS

Author: Texas Conference on Infancy, 1975

Source: Association for Childhood Education International,
Washington, DC, 1977, 76pp.

Funding: Same

Abstract: The practical applications of knowledge about infants and parenting are the focus of this publication. It offers guidelines for the development of child care programs and provides a rationale for public policy and intervention.

A number of child care issues are discussed. These include group care for infants and the role of the state in relation to infants.

A variety of programs for infants and parents are described. A Texas program serves as a model for demonstration of quality infant care and professional and parental training. Learning activities for various developmental levels of infants are illustrated. The Kramer School in Little Rock, Arkansas is the site for a descriptive "tour" of a day with the infants. Intervention programs for handicapped and potentially handicapped children are also included.

The volume includes an annotated bibliography which concentrates on practical program-oriented materials.

Availability: Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
Price: $3.25

Accession Number 70576

Title: GROUP HOME FOR ADOLESCENT GIRLS, PRACTICE AND RESEARCH

Authors: Taylor JL; Singer JL; Goldstein H; Tsaltas MO; Kasowski E

Source: Child Welfare League of America, Inc., New York, NY, 1976, 125pp.

Funding: Lessing and Edith Rosenwald; Max and Anna Levinson Foundation; William Penn Foundation

Abstract: A Group Home for Adolescent Girls is a monograph which contains a research study on the outcome of participants in the group home as well as the actual practices of the group home.

The group home assumes the role of surrogate parenting for the girls and therefore is required to do for them everything a responsible parent would do in providing opportunities for growth and development.

The treatment program is based on the assumption that deeply troubled adolescents need intensive support in their day-to-day development. The activity of the director and staff, the casework, the psychiatric, medical, educational and religious services, the peer group, and the dynamics provided by the community setting combine to create an influence toward treatment in which the whole is more important than the parts. The components constitute therapeutic intervention in which the ultimate purpose is for the girls to develop social competence.

An evaluation of the group home was conducted by studying the outcome of all girls (24) who had completed a stay in the group home from the date of its opening in August 1959 to December 31, 1969. The subjects were adolescents who entered the program from ages 13 to 15.

What emerges from the evaluation is that the overall influence of the home was positive and that for many of the girls this was their first experience living in an organized and attractice home. The major possibilities offered by a residential setting lay in providing the girls with an opportunity to live in a well organized home, to learn control, to be part of a peer group, and to have available one adult figure who represents clarity of direction.

The appendices include a bibliography and the scoring manual and scales used in the evaluation process.

Availability: Child Welfare League of America, 67 Irving Place,
New York, NY 10003
Price: $4.95

Accession Number 70579

Title: HELP-A-KID

Author: Boys' Clubs of America

Source: Boys' Clubs of America, New York, NY, Jun. 1977, [200pp.]

Funding: DHEW, Office of Child Development

Abstract: The thrust of the Help-A-Kid program developed by the Boys' Clubs of America encourages teenagers to learn about and become involved in their community.

The program was established to contain the spread of social problems through programs that would provide education for parenthood.

The kit contains a guide for setting up a Help-A-Kid junior staff training program.

Another section focuses on value clarification through the vehicle of rap sessions. In this setting young people can increase their knowledge of their own value system and share their feelings with their peers.

A fourth section focuses on the skills needed for bachelor and family living.

The fifth section concentrates on leadership training by helping kids participate in group recreational activities.

The final chapter is devoted to the in-service training of the professional staff and their role in implementing the Help-A-Kid program.

Availability: Stanley E. Walker, Supply Services, 1716 E 2nd St,
Scotch Plains, NJ 07076
Price: $10.00

Accession Number 70586

Title: LOWER EAST SIDE FAMILY UNION, ANNUAL REPORT

Author: Lower East Side Family Union

Source: Lower East Side Family Union, New York, NY, Oct. 1976, 104pp.

Abstract: The Family Union Project was designed to help resolve the problems of deeply troubled families.

Located in the Lower East Side of New York City, the Family Union serves as an intermediary, linking up families who need help with social agencies who provide it. Many families have numerous problems and are too disorganized to sort out and deal with the agencies that are there to help them. In many instances families have problems which do not fit neatly into a particular agency.

The Family Union coordinates the efforts of agencies by developing family service contracts on which the agencies promise to provide certain services and the families promise to cooperate.

The four Family Union teams are located in different areas. Three of the teams are organized with a team leader, five social work associates, six homemakers, and a clerk-typist. The social work associates coordinate services to clients, make up family service contracts and monitor them. The homemakers relieve the immediate physical demands on families by baby-sitting, cooking, performing housekeeping tasks and accompanying family members to service agencies. They also instruct parents in household skills, managing their money, nutrition, and child-rearing.

The fourth family team concentrates on community organizations, finding ways to strengthen neighborhood cohesion and agency cooperation.

Although the program has not been evaluated, the concept is innovative and could be useful to professionals concerned with optimum service delivery in helping families remain intact.

An article reprinted from Psychology Today presents a concise statement of how the Lower East Side Family Union keeps families together by helping them use existing agencies.

Availability: Lower East Side Family Union
91 Canal Street
New York, NY 10002
Price: $10.00

Accession Number 70591

Title: RESIDENTIAL PROGRAMMING FOR MENTALLY RETARDED PERSONS

Author: National Association for Retarded Citizens

Source: National Association for Retarded Citizens, Arlington, TX, 1972

Funding: DHEW, Social and Rehabilitation Service, Division of Developmental Disabilities

Abstract: The problems, philosophies and practices in residential facilities for the mentally retarded are examined in the following six documents.

The first four pamphlets were designed to acquaint the parents of retarded persons and professionals working in the field of retardation with current information, attitudes and practices in order to improve the care of the mentally retarded.

Prevailing Attitudes and Practices in the Field of Mental Retardation deals with the definition, diagnosis and misconceptions of mental retardation, and the function of the institution in caring for the mentally retarded. An abridged Declaration of General and Special Rights of the Mentally Retarded is included.

A Developmental Model for Residential Services addresses the need for a workable residential model, based on the premise that mentally retarded persons are capable of growth, development, and learning. The authors discuss the implication of this model for residential programs and outline standards for residential facilities.

Developmental Programming in the Residential Facility describes the four levels of mental retardation and suggests areas of program emphasis for different ages and degrees of retardation.

The materials are intended to help parents become increasingly effective as evaluators of residential services and to prepare for meaningful participation in the decision-making process.

The Process of Change presents the problems of initiating change in institutional care and introduces parents to the operational problems which exist in many institutions. Strategies for implementing change by parent groups are included.

A Checklist for Residential Programming for Mentally Retarded Persons lists the evaluation questions included in the third booklet. It is designed to be used as a workbook in evaluating a facility.

The Trainer's Manual provides detailed instructions for planning and conducting a workshop supplementary to these booklets. It includes scripts for brief lectures, audio-visual presentations, and group exercises.

Availability: Publication Dept., National Association for Retarded Citizens
2709 Avenue E East, P.O. Box 6109, Arlington, TX 76011
Price: $1.50 for 4 pamphlets; Checklist, $.40; Trainer's Manual, $1.00.

Accession Number 70595

Title: THE PARENT/PROFESSIONAL PARTNERSHIP: TRAINING WORKSHOP MANUAL

Author: National Association for Retarded Citizens (NARC)

Source: National Association for Retarded Citizens, Arlington, TX

Funding: Department of Health, Education and Welfare, Bureau of Education for the Handicapped

Abstract: The purpose of this manual is to provide detailed instructions for conducting a Parent/Professional Training Workshop. It attempts to give parents and teachers information that can be used to establish effective cooperative relationships. Specific guidelines for conducting the workshop, including the use of scripts for lectures, audio-visual presentations and instructions for small group activities complete the package.

The intention of the workshop is to provide knowledge of all aspects of educational programming for severely and profoundly retarded students to state and local representatives of the education profession. The workshop was initiated at the national level by the involvement of key Association of Retarded Citizens state level volunteers and staff in training sessions, which were conducted by the NARC Regional Vice President and the Parent/Professional Training Project staff at the six NARC Regional Conferences of 1977. The participants were trained to conduct the workshop on the local level within their own respective states.

A major feature of the workshop was the opportunity for experience-based learning, since some of the activities required participants to learn while interacting and working in teams. The activities are presented sequentially and develop an interrelatedness which enables the participants to progressively cope with concepts which are involved in the education of severely and profoundly retarded students.

According to the manual, one of the valuable aspects of the workshop is the way in which parents and teachers have questions answered and knowledge expanded. Such topics as the Federal Education For All Handicapped Children Act, the concept of due process, and obstacles preventing cooperative, working relationships are included. Classroom programming is described in detail.

Availability: National Association for Retarded Citizens
Research and Demonstration Institute
2709 Avenue E East
Arlington, TX 76011
Price: no charge

Audio-visual materials are available for purchase or loan from NARC. If interested in obtaining these materials please contact Ms. Catherine Neman (817) 261-4961, ext. 58.

Accession Number 70610

Title: ADOPTING AN OLDER CHILD?

Author: Jewitt, C. L.

Source: Open Door Society of Massachusetts, Boston, MA, [n.d.], 29pp.

Funding: Northwest Adoption Council

Abstract: Adopting an Older Child was written by a woman who adopted an older child. The book leads the perspective adoptive parents through the various stages of adoption from deciding to adopt through the rewards and frustrations of parenting an older child. The author incorporates the lively and informative personal accounts of many parents who have adopted older children.

The book is useful to anyone interested in adding an older child to their family. It provides information on what it has been like for families who have adopted older children and what it has been like for the children who become part of these families. The book can also prove useful to families in the process of parenting a newly adopted older child. The similar experiences of other families can be reassuring when adjustments seem hard. The author points out that normal, everyday families now handle the problems of adopting an older child and grow in the process.

Availability: Open Door Society
600 Washington St
Boston, MA
Price: $1.50
$1.00 ten or more

Accession Number 70620

Title: CHILD ABUSE AND NEGLECT, THE PROBLEM AND ITS MANAGEMENT, AN OVERVIEW OF THE PROBLEM, VOL. 1

Author: Adamowicz D [ed.]

Source: GPO, Washington, DC, 1975, 63pp.

Funding: DHEW, Office of Human Development, Office of Child Development, Children's Bureau, National Center on Child Abuse and Neglect

Abstract: This volume, the first in a three-part series on child abuse and neglect, presents an overview of the problem.

General characteristics of maltreated children and their parents are listed as well as some indicators of the effects on children.

A psychiatric view of child abuse is presented. The origin, development and expression of abusive and neglectful behavior is described and interpreted in psychological terms.

In the final chapter the two alternative approaches to the case management of child abuse are discussed. The punitive approach follows the view of maltreatment as a crime for which parents must be punished. The therapeutic approach views abuse as a family problem requiring treatment. The approach to child protection has gradually been shifting from the punitive to the therapeutic, with emphasis on early reporting, intervention, and treatment. The publication includes an extensive bibliography.

Availability: Supt of Docs, GPO, Washington, DC
Stock No. 017-092-00018-9
Price: $1.50

Accession Number 70624

Title: CITY LIFE AND DELINQUENCY - VICTIMIZATION, FEAR OF CRIME AND GANG MEMBERSHIP (REPORT AND SUMMARY REPORT)

Authors: Savitz LD; Lalli M; Rosen L

Source: LEAA, National Institute for Juvenile Justice and Delinquency Prevention, Washington, DC, 1977, 61 pp. + 19 pp.

Funding: LEAA Grant Nos. N1-71-140G, N1-71-160-G, N-70-027, and 73-N1-99-0009-G

Abstract: Reported is a longitudinal study in which over 500 black and 500 white boys born in 1957 and attending schools in Philadelphia were interviewed with their mothers in 1971 and 1972. The data were analyzed to discover how educational aspirations, social values, "quality of life," fear of crime, victimization, family structure, father-son interaction, social attachments, and gang affiliation affected the development of delinquent behavior measured by police contacts and arrests. Demographic and social psychological data were also collected.

The primary focus was on entry into delinquency and viable alternatives to delinquency as they occurred for a large urban population of relatively susceptible males. It was anticipated that entry into and continuing contact with official juvenile delinquency agencies could be related to family structure and interaction patterns, to the child's role in the educational institution (with attention to be paid to pre-existing factors resulting in "dropouts"), and to the general "quality of life" experienced by the young males and their families.

Mothers and sons who limited or lowered their educational goals to high school included youths with much higher delinquency rates than those whose aspirations-expectations were college-oriented. Social class, however, accounted for more differences in delinquency rates than educational aspirations. Almost half the black households reported being victimized during the first year of the study and the same was true for the second year; one-quarter were victimized in both years. Official delinquency was not related to victimization.

A high proportion of all subjects expressed considerable fear of many "dangerous places." Nearly half the black youths thought streets to and from school and school yards were dangerous. School rooms were rated as dangerous by one out of five. Whites thought their neighborhoods and schools far less dangerous. Juveniles in "functional gangs" had lesser fears of local areas and social settings, fewer criminal victimizations, lower levels of fear, and fewer behavioral changes than non-gang members.

The Summary Report distills these findings and summarizes policy implications in a 19-page pamphlet.

Availability: Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, 633 Indiana Ave., N.W., Washington, D.C. 20531
Price: Free

Accession Number 70625

Title: MONITORING THE OUTCOMES OF SOCIAL SERVICES, VOLUME 1: PRELIMINARY SUGGESTIONS

Authors: Millar A; Hatry H; Koss M

Source: Urban Institute, Washington, DC, May 1977, 87pp.+

Funding: DHEW: National Center for Productivity and Quality of Working Life

Abstract: A preliminary set of data collection procedures for monitoring the social service outcomes of basic state government services is discussed in this document.

The monitoring procedures assess:

- The functioning level of clients after the receipt of social services;
- The degree of client satisfaction with services received;
- The amount of unmet need in the state.

Such monitoring is useful in indicating trends in outcomes over a period of time, identifying problem areas needing management attention, identifying budget needs, indicating areas where in-depth evaluation is needed, providing client feedback to government officials, and increasing accountability of social service agencies to governors, legislators and the general public. The authors suggest that monitoring take place on a regular, ongoing basis, preferably annually.

The measurement procedures broadly cover clients' multiple problems and outcomes of multiple services. They are not intended to replace in-depth program evaluation designed to measure specific results of programs.

The outcome of social services for clients and the unmet needs of citizens can be monitored by 30 indicators which are listed.

Suggested methods for obtaining data, scoring data, and effectively utilizing the data are included.

Illustrative questionnaires, a brief review of past social service evaluation activities, and a selected bibliography are included in the appendix.

While the monitor procedures are intended for state use, the authors suggest the same procedures would be useful for local agencies.

Availability: Publications Office
Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Pub. No. URI 19100
Price: $4.00

Accession Number 70636

Title: STANDARDS FOR FOSTER FAMILY SERVICES SYSTEMS WITH GUIDELINES FOR IMPLEMENTATION SPECIFICALLY RELATED TO PUBLIC AGENCIES

Author: American Public Welfare Association

Source: American Public Welfare Association, Washington, DC, Mar 1975, 82pp.

Funding: DHEW, Office of Child Development, Children's Bureau

Abstract: Standards and guidelines for foster family homes are presented in this document.

The objectives of this publication are to establish standards for foster family service systems which specifically relate to the administrative structure and service provisions of public agencies and to improve the quality of foster family services throughout the nation within a reasonable time.

Twenty standards are divided into two levels: basic standards and goal standards. In formulating the basic standards, an attempt has been made to produce a set of criteria which would reflect a level of performance below which services are questionable. The goal standards are intended to represent an optimal level of performance which public agencies can work toward meeting within a specified period of time.

The difference between the basic and goal standards is the quality of services provided. Service quality is a function of the amount of funds provided; the education, knowledge, skills and experience of all levels of staff; staff workloads; leadership abilities of administrative and supervisory staff; regular assessment of programs and policies; and implementation of recommended innovations to upgrade services.

Vital to a process which will assist states to meet the basic standards and move from basic standards to goal standards is a plan of action mutually agreed upon by the responsible state agency, Children's Bureau, and the American Public Welfare Association (APWA).

The document would be useful for state agencies in setting standards for and licensing foster family services. The author suggests the document would also be helpful in setting goals for administering and supervising the purchase of foster family services.

Availability: Mr. Bruce Gross
American Public Welfare Association
1155 Sixteenth St, NW, Suite 201
Washington, DC 20036
Price: Free

Accession Number 70637

Title: STATE INTERVENTION ON BEHALF OF "NEGLECTED" CHILDREN, STANDARDS FOR REMOVAL OF CHILDREN FROM THEIR HOMES, MONITORING THE STATUS OF CHILDREN IN FOSTER CARE, AND TERMINATION OF PARENTAL RIGHTS

Author: Wald MS

Source: Reprinted from Stanford Law Review, 28:4, Apr 1976, 623-706

Funding: Same

Abstract: The author has organized his article into two principal sections. The first section discusses the inadequacies of existing laws regarding intervention by states on behalf of neglected children.

All states have statutes authorizing court intervention to protect neglected children. These statutes are generally vague regarding the basis of intervention. Most states do not provide statutory standards for determining when a child shall be returned to his parents or even for a periodic review of the status of children in care. Although every state has some statutory provision allowing termination of parental rights, termination has been used infrequently.

The second section of the article proposes new standards for determining when a neglected child should be removed from his home. It discusses the procedures that should be followed after removal and proposes standards for returning children to their homes and for terminating parental rights.

Wald proposes that statutes be revised to allow intervention only when a child has suffered serious harm or cannot be protected in his own home from serious harm. Whenever an agency recommends removal, it should be required to specify to the court the programs that it will use to help the parents resume custody. In order to ensure a permanent home for a child, Wald recommends court review of all cases within six months of placement and every six months thereafter.

The author proposes that parental rights be terminated after the child has been in placement for a specific period of time.

Wald rejects the present court test, the child's "best interest," as being vague. The author feels that a specific procedure for termination of parental rights would assure more children permanent homes.

Availability: Stanford Law Review, Vol 28, No 4, Apr 1976, 623-706

Accession Number 70638

Title: FINDING FAMILIES FOR THE CHILDREN, A HANDBOOK TO ASSIST THE CHILD WELFARE WORKERS IN THE PLACEMENT OF CHILDREN WITH A MENTAL, EMOTIONAL, OR PHYSICAL HANDICAP

Authors: Ferman PR; Warren BL

Source: Eastern Michigan University, Ypsilanti, MI, Jun 1974, 60pp.

Funding: DHEW, Office of Child Development, Chilren's Bureau

Abstract: The problems of finding families to adopt handicapped children are discussed in this book. An exploration of the current practices of more than eighty adoption agencies in six states provides insights into the needs of these special children.

Charts show comparisons of characteristics of children placed in adoptive homes with those children unlikely to be placed. Handicaps are ranked in order of their likelihood of preventing adoption.

Deterrents to adopting and motivations for adopting a handicapped child are discussed. Sources for finding families to adopt such children are pointed out.

The roles of the adoption worker, agency alumni, foster parents, and physicians are explored. Agencies are advised how to help families adjust to an adoption by providing services through the supervisory period.

Suggestions for modifications needed in agency policies and practices, community education, and state laws are made.

Availability: Patricia Ryan, Ph.D.
Department of Sociology
Eastern Michigan University
Ypsilanti, Michigan 48197
Price: $1.00/copy
$7.50/10 copies

Accession Number 70642

Title: CHILD ABUSE LEGISLATION IN THE 70'S

Author: DeFrancis V

Source: American Humane Association, Children's Division, Denver, CO, 1970, 134pp.

Funding: Same

Abstract: A study of child abuse reporting legislation is presented in this monograph. The need to discover and identify child abuse is the reason for devising a casefinding tool such as the reporting law.

Two philosophies are prevalent in protecting the child from abuse. The first stresses criminal prosecution which requires proof and establishes the guilt of the parent beyond a reasonable doubt. The second philosophy sees the purpose of discovery of children who, because of abuse, need the care and protection of the community. The community carries out this responsibility by making available the protective services which will prevent further abuse of the child and meet the child's needs through social services and social planning.

The reality of child abuse has resulted in all 50 states enacting laws seeking reports of injuries inflicted on children.

In this study, reporting laws are digested and cited in relation to basic elements and presented in three tables, and subsequently in a more detailed state-by-state report.

The report concludes with analysis and comments that identify trends in child abuse legislation. The monograph concludes with suggested language for use in revising child abuse reporting laws.

Material in this document can serve as a guideline for legislatures that wish to modify state laws on child abuse.

Availability: The American Humane Association
Children's Division
5351 South Roslyn
Englewood, CO 80110
Price: $2.50

Accession Number 70646

Title: LEGAL ISSUES IN FOSTER CARE

Author: National Association of Attorneys General, Committee on the Office of Attorney General

Source: National Association of Attorneys General, Office of Attorney General, Raleigh, NC, Feb 1976, 59pp.

Funding: Same

Abstract: The legal issues involved in foster care are examined in this report.

Although foster care was conceived as a temporary solution for children, statistics indicate that the average length of stay is five years or more.

Often long-term foster care leads to the formation of strong emotional bonds between foster parents and children. As a result many foster parents have brought suits demanding the right to notice and a hearing before the foster child is removed from their home. Many foster parents demand the right to be able to adopt the child and also to be recognized as parties of any proceedings at which the custody of the child is in question.

The Committee on the Office of Attorney General sent out questionnaires on the foster care system to all of the states. Twenty-six states responded. An analysis of the results reveals a wide variation in the way foster care is regulated from state to state. This diversity indicates a lack of consensus among the legal community and child welfare experts as to what procedures are necessary to achieve specified objectives and priorities. However, state laws and regulations are becoming more responsive to the need of all participants in the foster care system.

The report presents the legal issues involved in foster care and the decisions of various courts regarding such issues. The legal issues discussed are:

- What constitutes the best interest of the child;
- The rights and responsibilities of the foster relationship;
- The issues and legal procedures involved in termination of parental rights;
- The role of the court and the child welfare agencies;
- The liability of foster parents to foster children for negligent acts;
- The role of race and religion in foster placement.

An increased interest in subsidized adoption is partially in response to the fact that foster care is often financially more lucrative to families than adoption. The development of the concept of subsidies has been interpreted as an acknowledgment that long-term foster care is often the norm.

(continued)

A model State Subsidized Adoption Act, drafted by the Child Welfare League of America, is included.

Although states have the pre-eminent role in matters relating to domestic relations, there are federal laws such as Title XX which relate to the care of children.

The need for more cooperation between the states in the placement of children is also discussed.

The report concludes with a discussion of Uniform Acts and model laws which impact on the foster care system.

Social service personnel, foster parents, attorneys, legislators, and child advocate groups may find this material helpful in understanding the legal issues involved in foster care.

Availability: Committee on the Office of Attorney General
3901 Barrett Drive
Raleigh, NC 27609
Price: $3.00

Accession Number 70675

Title: HANDBOOK FOR FOSTER PARENTS

Author: District of Columbia, Department of Public Welfare

Source: District of Columbia, Department of Public Welfare, Apr 1969, 21pp.

Funding: Same

Abstract: Introducing people to being foster parents is the purpose of this publication. It is designed to answer questions for foster parents as well as serve as a ready reference book for them once the child is in their home.

This handbook discusses the relationship of the Child Welfare Division to the foster parents. The roles and responsibilities of each are delineated.

A discussion of issues which relate directly to the child are presented. These include: the child's right of privacy, discipline, religious training, recreation, travel, and parental visiting rights. A brief discussion of a foster child's possible adjustment problems is also included.

The medical care of the foster child is discussed. Procedures for obtaining routine and emergency care are included.

Availability: Mrs. Betty J. Queen
Chief, Bureau of Family Services
122 C Street, NW, Room 808
Washington, DC 20001
Price: Free

Accession Number 70679

Title: ONE NATION UNDER AGE, A HANDBOOK OF ALASKAN JUVENILE LAW

Author: Alaska Youth Advocates, Inc.

Source: Alaska Youth Advocates, Inc., Anchorage, Alaska,
1976, 74pp.

Funding: Same

Abstract: One Nation Under Age is a handbook on juvenile justice written for young people.

This book provides information about the special rules, laws, and customs which affect young people under the age of 18. Drug and liquor laws, sex laws, truancy rules, status offenses, curfew regulations, and runaway laws are detailed as they relate to young people. The rights of young people to medical care, abortions, birth control information, employment, marriage, and drivers' licenses are discussed. The rights of the young to establish bank accounts and negotiate contracts are also explained.

The handbook answers common questions about school and about the power of parents over young people. In addition, this book provides a glimpse of the workings of the juvenile justice system as well as an explanation of the rights of a young person enmeshed in the system.

A variety of options for living outside of one's home are presented and a list of "help" resources available to the young are itemized.

Availability: Alaska Youth Advocates, Inc.
835 "D" Street, Suite 105
Anchorage, AL 99501
Price: $.25 book rate
1 copy per organization
Updated version available

Accession Number 70705

Title: READINGS IN HOMEMAKER SERVICE, SELECTED PAPERS PRESENTING THE BACKGROUND, USES AND PRACTICES OF HOMEMAKER-HOME HEALTH AIDE PROGRAMS

Author: National Council for Homemaker Services, Inc.

Source: National Council for Homemaker Services, Inc., New York, NY, 1969, 221pp.

Funding: Lois and Samuel Silberman Fund

Abstract: A summary of the developments in homemaker-home health aide service in the United States from its inception through 1969 is available in this publication.

The readings discuss the philosophy and goals of homemaker services. Various patterns of homemaker services are presented. These include services for migrants, for families with retarded children, for the aged and chronically ill, for improving the care of children, and for psychiatric rehabilitation.

Standards and guidelines for homemaker services are presented. Problems in administration and financing of the service are detailed. A series of articles on the development of a homemaker staff provides tips on recruitment, training, and supervision of homemakers.

A group of articles on home help services in other countries suggests that the emergence of this type of service is a response of industrial societies to the needs of their members.

The appendices contain a selected bibliography and a report of a 1966 survey of homemaker-home health aide service in the United States.

Availability: National Council for Homemaker-Home Health Aide Services, Inc.
67 Irving Place
New York, NY 10003
Price: $3.50

Accession Number 70706

Title: HOMEMAKER-HOME HEALTH AIDES, A TRAINING MANUAL

Author: National Council for Homemaker-Home Health Aide Services, Inc.

Source: National Council for Homemaker-Home Health Aide Services, Inc., New York, NY, 1967, 181pp.

Funding: DHEW, Office of Education

Abstract: The homemaker-home health aide provides a broad range of services designed to offset or prevent the breakdown of a family. This training manual is divided into two parts: the first section includes how to plan and organize a training program and the second section presents specific units of instruction for homemaker-home health aides.

The qualifications of instructors, characteristics of trainees, size of classes, and various instructional patterns are discussed in the first section.

The instructional units cover ten topics. These include:

- The relationship of the homemaker-home health aide to the agency and community;
- The homemaker-home health aide and the family;
- The care and maintenance of the home;
- Home accident prevention;
- Family spending and budgeting;
- Nutrition and food preparation;
- The child in the family;
- The ill, disabled and aging adult;
- Mental health and mental illness;
- Personal care and rehabilitative services.

Each unit includes a brief description of the scope of the unit, underlying principles that relate to the unit, and educational objectives, teaching suggestions, resources and selected references appropriate to the unit.

Bibliographies of print and nonprint media are included and the appendix contains a series of forms.

This guide would be useful to school administrators, supervisors, and teachers who are planning, developing, operating, and evaluating pre-service and in-service education programs for homemaker-home health aide services.

Availability: National Council for Homemaker-Home Health Aide
Services, Inc., 67 Irving Place, New York, NY 10003
Price: $6.00

Accession Number 70709

Title: HOMEBUILDERS, KEEPING FAMILIES TOGETHER

Authors: Kinney J; Fleming T; Happala D

Source: Journal of Consulting and Clinical Psychology, Sept 1976, 13pp.

Funding: Same

Abstract: Innovative therapeutic approaches for handling severe family disturbances have been tried with success in Pierce County, Washington.

The Homebuilder Program has used the results of various programs and studies to design a service delivery strategy aimed at the prevention of family dissolution.

In this program therapists are on call 24 hours a day and can be contacted through a radio page. Therapists can remain within the home for as long as necessary within a six-week period.

Staff members are master level therapists who have a strong background in family therapy, crisis intervention, or both. In addition, in-service training teaches skills which enhance the therapist's effectiveness.

In order for a family to qualify for the program, one member of the family must express a desire to work towards the family remaining together.

Problem resolution cannot begin until some communication has occurred. For most families in crisis this process is facilitated by separating family members and making sure that each person involved gets a chance to talk.

Once the immediate situation is under control, the therapists try to identify the central issues which precipitated the crisis. Staff members continue to provide support while arrangements are made for outpatient counseling or other services necessary to resolve problem areas.

During the first two years of the program, 119 families, involving 188 family members, were treated by the Homebuilders. All of the families contained at least one member with a potential for removal to another living situation. Follow-up after three months indicated that 96% of the clients were able to remain at home and reported satisfaction with the crisis resolution. In addition, the cost-effectiveness evaluation of the program showed that it was less expensive to provide intensive family crisis services than it would have been to place these people in foster, group, or institutional care.

This program could serve as a model for social service agencies that are seeking new methods of keeping families together.

Availability: Homebuilders, Catholic Children's Services of Tacoma,
5410 N. 44th St., Tacoma, WA 98407 Price: $1.00

Accession Number 70723

Title: DEINSTITUTIONALIZATION--DEPENDENT AND NEGLECTED CHILDREN

Author: Koshel J

Source: Urban Institute, Washington, DC, December 1973, 60 pp.

Funding: U.S. DHEW, Social and Rehabilitation Service

Abstract: An analytic framework for examining the deinstitutionalization of dependent and neglected children is offered. The analytic framework consists of a flow chart and several equations that, together, form a conceptual basis for examining the fundamental aspects of deinstitutionalization.

Questions center on the relative benefits and costs of various activities in the foster care system. The benefits from prevention services, foster care services, and pre- and post-foster care services can be expressed as the number of children that can be empirically identified as having been helped through these services. Controlled experiments are needed to accurately establish the relative benefits of child welfare services.

The physical and emotional well-being of similar children in various foster care environments must be measured by standardized tests and must be at a maximum before it can be determined that a particular form of foster care is best for any given group of children.

The author concludes that a survey of the literature indicates a lack of data to confirm that the living environment provided by a foster family home or a group home is better than that provided by a residential institution.

Further efforts at deinstitutionalization should be conducted in a selective manner. Closing institutions removes only a particular form of care, but does not guarantee that better care will be provided in its place.

Availability: The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Price: $2.75

Accession Number 70727

Title: USING TITLE XX TO SERVE CHILDREN AND YOUTH

Authors: Twiname JD; Moore WA; Mott PE

Source: GPO, Washington, DC, 1975, 75pp.

Funding: DHEW, Office of Human Development/Office of Child Development, Children's Bureau

Abstract: Guidelines to help advocates understand the opportunities for children under Title XX of the Social Security Act are presented in this manual.

Title XX fosters a decentralized program of federally supported services which are set forth in a Comprehensive Annual Services Program (CASP) published by each Governor and administered by the designated Title XX agency in each state.

The manual describes the background and philosophy of Title XX and outlines the operating requirements of the legislation. Planning steps under Title XX are detailed. These steps are:

- Needs assessment;
- Specification of goals and objectives;
- Specification of services and activities;
- Estimation of costs;
- Identification of sources of funding;
- Plan implementation;
- Reporting and evaluation.

The planning format is applied to several programs, including a program to divert youth from the juvenile justice system, a program of comprehensive emergency service for children and their families, a program for runaway adolescents, and a training program for protective service caseworkers.

Conclusions regarding the opportunities under Title XX are presented, and steps are suggested as checkpoints for becoming involved in the state planning process.

The appendices contain a glossary and sample reporting forms.

Availability: Supt. of Docs., GPO, Public Documents
Washington, DC 20402
Stock No. 017-091-00214-2
Price: $1.35

Accession Number 70729

Title: FOSTER CARE AND ADOPTION: SOME KEY POLICY ISSUES

Author: Mott, Paul E., Ph.D.

Source: Senate Subcommittee on Children and Youth, Washington,DC., August 1975, 41pp.

Funding: Senate Subcommittee on Children and Youth, Committee on Labor and Public Welfare

Abstract: This document, published in 1975 by the United States Senate Subcommittee on Children and Youth, represents an overview of the major trends and problems in providing services to children in need of foster care and adoption. Specific program goals are outlined along with recommended services. The report analyzes current Federal laws which affect children in adoption and foster care and proposes new legislation, as well.

The following is a summary of "findings" described in the report: 1) over a third of a million young people are in foster care; 2) inadequate cooperation between biological parents and caseworkers often result in one-sided or infrequent discussions; 3) children in foster care often cannot establish permanent emotional ties; 4) the longer a child remains in foster care, the less likely he/she is to return to the biological parents or to be adopted; 5) children often drift and get lost in foster care; 6) caseworkers have too many clients; 7) alternative services offered to the child's biological parents (such as homemaker or day care services), could have helped the child to remain in the home; 8) in-home and adoptive care are the most cost-beneficial forms of care; 9) fewer babies are available for adoption; 10) more adoptions are being made through private agencies and individuals; 11) the fragmentary nature of legislation concerning children often creates problems in the process of solving others; and 12) this legislative fragmentation is mirrored in the Executive Branch.

Recommendations made include the following: 1) greater emphasis be placed on the rights of children; 2) the goal of increasing the proportion of children residing in stable family settings should be promoted through legislation; 3) comprehensive legislation should be initiated within the child welfare area; 4) there should be a greater concentration of responsibility for the administration of child welfare legislation; and 5) national priorities should be developed within the child welfare field while allowing states and localities the basic responsibility for implementing those priorities.

A thorough bibliography is also included.

Availability: Opportunities for Adoption Act of 1977 (S. 961)
Subcommittee on Child and Human Development
Committee on Human Resources
Room 4230 Dirksen Senate Office Building
Washington, DC 20510
Price: no charge

Accession Number 70732

Title: 60 SECOND SCRIPTS ON CHILD GUIDANCE: PREVENTIVE EDUCATION

Author: Mendota Mental Health Institute

Source: Mendota Mental Health Institute, Division of Mental Hygiene, Wisconsin Department of Health and Social Services, 1977

Funding: Same

Abstract: The Mendota Mental Health Institute has designed a series of mini courses in child guidance and management. The 60-second scripts are available in printed form and can be used for spot radio announcements as a free public service.

According to the summary, each "script" develops the content in a clear, concise, brief manner. The aim of these short lessons is to deliver the content (idea) quickly and effectively for the purpose of contributing to the prevention of emotional disturbance in children and adults and reducing disharmony in family life.

An additional objective described is the attempt to reach the general public via radio and eventually television, with useful and condensed information on a variety of topics in order to promote mental health through education.

The topics of the scripts include the following subject areas: Family Education Needs -- reading skills, education for parenting, parental modeling, motivation; Family Value System -- stealing, single parent, pressure to succeed, drug abuse; Concerns of Adults -- loss and grief, undue pressures, drug abuse, undesirable habits; Concerns of Aging -- physical decline, finances, social isolation, depression. The report indicates that the information is directed toward parents, teachers, students, and those concerned with child care and mental health related topics.

Availability: State of Wisconsin Dept. of Health and
Social Services
Mendota Mental Health Institute
301 Troy Drive
Madison, WI 53704
Price: no charge

Accession Number 70737

Title: FUNDING KIT: A GUIDE FOR FUNDING RESEARCH DEVELOPMENT

Author: National Student Volunteer Program, ACTION

Source: ACTION, Washington, DC, 197?, 57 pp.

Funding: ACTION Contract No. BIC-5242

Abstract: A guide to funding for student volunteer programs familiarizes readers with existing funding sources, weighs the possibilities for support, and, in general, serves as a practical guide to getting the money to keep programs operating. The mechanics and procedures involved in applying to federal agencies or private foundations are reviewed.

The first step is to estimate the cost involved in the program, determine priorities and prepare a tentative budget. A number of items that must be considered are described. The next step is to begin planning a fund-raising compaign by appointing a funding coordinator or funding committee.

Four major sources of possible financial support are examined. These are the university, the local community (or city), the various state and federal grant-dispensing agencies, and private philantropic foundations. Details are provided about how best to identify potential benefactors, how they should be approached, what are some of the fund-raising methods, and, where appropriate, what are the prospects for success.

Guidelines for preparing a proposal cover format, style, length, and putting it together. Appendices show a sample budget and other related materials. An annotated bibliography lists additional sources of information.

Availability: National Student Volunteer Program
ACTION
806 Connecticut Ave., N.W.
Washington, DC 20525
Price: Free

Accession Number 70739

Title: PLANNING BY OBJECTIVES, A MANUAL FOR PEOPLE WHO WORK WITH STUDENT VOLUNTEER PROGRAMS

Author: ACTION, National Student Volunteer Program

Source: ACTION, National Student Volunteer Program, Washington, DC [n.d.], 70pp.

Funding: Same

Abstract: Planning by objectives is a system for stating what a volunteer program is to accomplish and planning means to achieve those goals. The system contains four interrelated elements: purpose, long-term objectives, short-term objectives, and planning.

The first element, the purpose statement, articulates why the organization exists. It implies that without the organization there would be an unsolved problem or unmet need.

Long-term objectives grow out of the purpose statement. They are concrete statements of what the organization wishes to accomplish and are of two basic types: client-centered and organizational-centered.

Short-term objectives are stepping-stones toward the accomplishment of long-term objectives.

Planning details may be described as tasks that need to be completed in the near future in order to achieve a short-term objective.

This manual can help an organization make a frank evaluation of its efforts and thereby aid the organization in obtaining money and staff. The appendices contain appropriate forms to aid in the evaluation.

The author states that any student volunteer or service-training program in high school or college could find the manual useful. The manual is versatile and can be used to plan a total volunteer program or set new directions to old programs.

Availability: Action, National Student Volunteer Program
806 Connecticut Ave., NW, Room 1106
Washington, DC 20525
Price: Free

Accession Number 70740

Title: HIGH SCHOOL STUDENT VOLUNTEERS

Author: ACTION, National Student Volunteer Program

Source: ACTION, National Student Volunteer Program, Washington, DC, 1972, 60 pp.

Funding: Same

Abstract: School-sponsored volunteer programs offer students opportunities for responsible and productive service of benefit to the community, the student and the school. This manual explains what a high school-sponsored volunteer program is, what its advantages are, and how a school can establish and maintain a program of its own.

School coordination is seen as an essential element of a successful student volunteer program. Lending its resources and authority to the program, the school can best relate the volunteer work to the learning process. School programs can attract the greatest number of students on a continuing basis, and thus ensure a more sustained effort.

A wide variety of successful programs are briefly outlined, demonstrating various ways of integrating a volunteer program into the school curriculum. The design and implementation of a school-sponsored volunteer effort is detailed. Practical instructions and suggestions are offered for stimulating student, teacher and community involvement.

Ways to identify community needs a volunteer program might serve are outlined, and project ideas and directions are offered. Information and assistance on the administration and organization of a volunteer program include hints on staff planning and budgeting.

This "how-to" booklet was written for school officials who want to learn more about the high school volunteer movement, as well as for those who are already involved in coordinating student volunteer activities. These guidelines provide a valuable resource in beginning or expanding constructive and imaginative student volunteer efforts.

Availability: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Price: $0.90

Stock No. 056-000-00005-4

Accession Number 70741

Title: IT'S YOUR MOVE: WORKING WITH STUDENT VOLUNTEERS--A MANUAL FOR COMMUNITY ORGANIZATIONS

Authors: ACTION, NATIONAL STUDENT VOLUNTEER PROGRAM

Source: ACTION, National Student Volunteer Program, Washington, DC, 1976, 58 pp.

Funding: Same

Abstract: This manual is designed to encourage the use of student volunteers in community organizations. It suggests ways in which communities, organizations and individuals can: assess their need for volunteers; determine the extent to which the students are likely to meet these needs; develop effectual volunteer programs; locate and select volunteers and match student skills with needs; motivate and train staff to supervise and be supportive of the volunteer; evaluate the impact of specific student volunteer programs.

The final two chapters discuss special concerns and provide ideas for specific student volunteer programs. Forms and checklists for use by those working with student volunteers are included in the appendices.

Availability: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Stock No. 056-000-00011-9

Price: $1.05

Accession Number 70742

Title: TRAINING STUDENT VOLUNTEERS

Author: National Student Volunteer Program, ACTION

Source: National Student Volunteer Program, ACTION, Washington, D.C. Jun 1973, 95+ pp.

Funding: Same

Abstract: A seven-step design scheme to help student volunteers, leaders and others plan and conduct training activities for student volunteers is presented. It is suggested that novices, after studying the manual, could design a two-to-eight-hour training program.

The seven-step process consists of: assessing needs; establishing general learning objectives; establishing definitive learning objectives; setting a climate for learning; agreeing on goals for learning; conducting learning events; and evaluating accomplishments. Of the seven steps, the first three are done before the training actually begins; the rest are conducted within the group setting. Section two, which discusses the design of the program, stresses defining the training need as a General Learning Objective (GLO) and as Definitive Learning Objectives (DLO) that give the specifics of the GLO. It further discusses group characteristics, climate setting, and goal agreement. Section three presents training techniques and how to implement them. Some of the techniques suggested are lectures, discussion groups, role playing, and films. Training exercises and worksheets are included. Section four emphasizes the importance of evaluation, and channels it into two major categories: (1) evaluation of the achievements of learning events (training evaluation); and (2) evaluation of the impact of the learning event on the learner and others over a period of time (impact evaluation). It is suggested that trainees and the trainer evaluate each other by a variety of testing mechanisms. Two appendices are included in the manual. The first defines "training" and the second defines "trainer."

Availability: National Student Volunteer Program
ACTION
806 Connecticut Ave., N.W.
Washington, DC 20525
Price: Free

Accession Number 70744

Title: COMPREHENSIVE TRAINING PROGRAM IN ADOPTION FOR NEW YORK STATE (Appendix includes PARENT TRAINING MANUAL by Tremitiere, B. and Lucas, N.)

Author: Possin, C.

Source: Citizens' Coalition for Children, Inc., Schenectady, NY, July 1977, 112pp.

Funding: State of New York, Department of Social Services

Abstract: This document presents a detailed outline for developing a statewide training program for adoption workers. A description is provided of the needs assessment study that was conducted to define the scope and goals of the proposed curriculum. The resulting goals were: to improve adoption services for waiting children; to increase the number of adoptive services; to implement new ideas through involvement of community leaders; to increase cooperation between workers in a region; and to increase involvement of child care workers in innovations and trends.

The curriculum for adoption workers presents the following list of eight training topics, each with a related learning objective:

- Philosophy and background;
- Study and preparation of the child for adoption;
- Freeing the child for adoption;
- Parent recruitment;
- Family assessment and preparation;
- Placement;
- Postplacement services;
- Administration and supervision.

Suggestions for speakers, materials, readings and methods are included for each topic. The author points out that the adoption training program is flexible and open to expansion, adding specifics according to agency interests, background, needs, and materials.

The parent training manual portion of the document presents a curriculum for implementing the group process approach to training prospective adoptive parents. Principles of Transactional Analysis are used to assist applicants in examining their own potential for adoption.

Eight parent training sessions are outlined in the manual. Included in each is the learning objective discussion questions, handouts and homework assignments. Course content addresses such topics as parenting skills, special needs children and transracial adoption.

Also included in the appendix is the questionnaire used in the needs assessment.

Availability: Attn: Mr. Bill Adam
Research Untilization Program
Services, Research and Demonstration Unit
Room 311 C, New York State Dept. Social Services
40 North Pearl Street
Albany, NY 12243
Price: no charge

Accession Number 70748

Title: DIFFERENTIAL USE OF VOLUNTEERS IN PUBLIC WELFARE SETTING, A PILOT STUDY

Author: Stewart ML; Pollane L; Blenkner M

Source: Regional Institute of Social Welfare Research, Athens, GA, Aug 1972, 95pp.

Funding: DHEW, Social and Rehabilitation Services

Abstract: Differential use of volunteer manpower as it has developed in practice in the public welfare system is the subject of this pilot study. The study focuses on the following areas. These are:

- Different types of volunteer manpower being used by agencies;
- Differences between rural and urban welfare agencies in their use of volunteers;
- Factors which determine staff attitudes towards volunteers;
- Effects of staff attitudes on the use of volunteers;
- Factors which contribute to volunteer satisfaction.

Four Georgia county welfare departments were selected for study on the basis of the size and diversity of their volunteer programs.

The results of the study show that efforts to involve clients and potential clients as volunteers in direct service capacities are only token. Urban departments are more likely to use volunteers for direct service work with clients than rural departments. The extent to which staff members use volunteers seems related to their having been volunteers themselves or worked with volunteers. The data suggests that supervision contributes substantially to volunteer satisfaction and is necessary for the establishment of a large committed pool of volunteer manpower.

The appendices contain a bibliography and a series of questionnaires developed for the pilot study.

The authors suggest that this pilot study be used to develop suggestions and hypotheses for further research concerning volunteers.

Availability: Regional Institute of Social Welfare Research, Inc.
468 N. Milledge
P.O. Box 152
Athens, GA 30603
Price: $1.00

Accession Number 70752

Title: COMMUNITY ORIENTED EVALUATION OF THE EFFECTIVENESS OF CHILD CARING INSTITUTIONS

Author: Thomas G

Source: University of Georgia, Regional Institute of Social Welfare Research, Athens, GA, 1975, 304pp.

Funding: DHEW, Office of Child Development

Abstract: A three-year research program, designed to evaluate the effectiveness of institutions serving dependent and neglected children in Georgia, is the subject of this report.

This research attempted to determine whether the open (community-oriented) institution is more effective with children and responsive to change than its counterpart, the closed (custodially-oriented) institution.

The document contains a detailed discussion of the research design, sample characteristics, and the measurement methods and instruments employed in the research program.

The results of the data show that both the community-oriented and custodially-oriented institution harbor advantages and disadvantages for the growth and development of children. In general, the nature of the institutional experience itself, regardless of length of stay, appears to have only very modest effects on the development of residents' cognitive, social, and effective competencies.

An institution's response to change is related to the type of external stimulus to which the institution is exposed and to the compatibility of its operations with the proposed change.

The results of a variety of analyses suggest that there is no substantial relationship between staff orientation and child competency scores, institutional change rates, or level of community-orientedness in institutional operations.

The appendices contain summary tables of the structural characteristics of the children's institutions, staffs, and resident child populations. A bibliography is also included.

Availability: Regional Institute of Social Welfare Research, Inc.
468 N. Milledge
P.O. Box 152
Athens, GA 30603
Price: $5.00

Accession Number 70753

Title: IS STATEWIDE DEINSTITUTIONALIZATION OF CHILDREN'S SERVICES A FORWARD OR BACKWARD SOCIAL MOVEMENT?

Author: Thomas G

Source: University of Illinois at Urbana-Champaign, School of Social Work, IL, Dec 1975, 30pp.

Funding: DHEW, Social and Rehabilitation Services; State of Illinois, Department of Children and Family Services

Abstract: The issues and problems surrounding institutional care for children are the subject of this report. The author states that his approach to this study has been dictated by his bias which is that statewide deinstitutionalization of children's services should proceed in a deliberate manner and decisions should be based on a reasonable analysis of possible negative as well as beneficial consequences for children.

Thomas discusses the sources of pressure on states in the movement toward deinstitutionalization of children's services. These pressures derive from the assumed negative effects of institutionalization on children and from social reform actions and movements which include litigation, legislation, and citizen pressures.

The effects of the institutional experience on children are discussed in terms of social stigma, recidivism, cost, and the difficulty of rehabilitative work when a child is removed from the community.

Foster family care, group home care, community-based services, and strengthening family life are assessed in terms of their capacity for caring for currently institutionalized children.

Thomas presents four conclusions as a result of this analysis. These are:

1. The rights of children are the best rationale for deinstitutionalization;
2. The plan must have public review and support prior to implementation;
3. The plan must demonstrate how the institutionalized child population will be absorbed into alternative services;
4. The plan should be implemented gradually.

Availability: Regional Institute of Social Welfare Research, Inc.
468 N. Milledge
P.O. Box 152
Athens, GA 30603
Price: $3.50

Accession Number 70755

Title: TRAINING FOSTER PARENTS TO SERVE DEPENDENT CHILDREN, SUMMARY, PROGRESS REPORT

Authors: Ryan, P.; Warren, B.L.; McFadden, E.J.

Source: Eastern Michigan University, Ypsilanti, MI, Jan. 1977, 76pp.

Funding: NIMH, Center for the Study of Metropolitan Problems

Abstract: The extent to which the Foster Parent Training Project at Eastern Michigan University has met its proposed goals during the first two years of the project is described in this report. The report includes the progress of the first half of the 1976-77 fiscal year (third project year) and outlines the plans for meeting the project goals during the fourth fiscal year.

The project is designed to develop an experimental program to increase the parenting skills of foster parents to meet the needs of children with special physical, mental, or emotional problems. In addition to providing training to foster parents the project aims to develop a statewide training program with training materials and guides available to all foster parents in Michigan. The project's procedures and materials are to be disseminated through various media to agencies outside Michigan.

A section on the selection and training of instructors for the training courses is included.

Approximately 1,000 foster parents have received instruction from fifty-four instructors in seventeen different geographical areas during three six-week terms, four eight-week terms, and two training conferences.

Analysis of attendance records reveals an average attendance rate of 85 percent. This statistic was determined by multiplying the number of foster parents enrolled in a class by the number of sessions for each course offered.

Questionnaires filled out prior to and after the courses provide some indication of short-term learning. Trainees answer the same questions in both tests. The responses of the trainees are analyzed in order to ascertain whether trainees changed their attitudes and increased their knowledge as a result of the course. The data support the conclusion that the training had a positive impact on the attitudes and knowledge of foster parents.

Analysis of home interviews with a sample of trainees and non-trainees does not suggest any important differences between the two groups. Trainees seem to have somewhat more education and male trainees are somewhat younger and have had less experience as foster parents than male non-trainees.

The document contains a number of tables which lend support to the conclusions.

Availability: Foster Parent Training Project
Department of Sociology
Eastern Michigan University
Ypsilanti, MI 48197
Price: no charge

Accession Number 70782

Title: COURSE OUTLINE, FOSTER PARENT TRAINING PROJECT

Authors: Ryan P; Warren BL; McFadden EJ

Source: Eastern Michigan University, Ypsilanti, MI, Apr 1977, 117pp.

Funding: NIMH, Center for the Study of Metropolitan Problems

Abstract: The Foster Parent Training Project has available a series of courses designed for use by a project instructor in training foster parents. The courses are designed for a twenty-hour format. Each course, however, can be used as an independent unit but most units assume one is familiar with the introductory presentation.

Each outline has five distinct parts. These are:

- A statement of general objectives;
- A list of specific objectives;
- A list of points to be covered;
- A series of discussion topics;
- A bibliography of suggested readings and materials.

The courses are designed to respond to the concerns of foster parents, agency personnel, and child welfare professionals. The units presented include:

- Introduction to the role of foster parenting and the problems of separation;
- The families of the foster child and their place in his emotional development;
- Fostering infants;
- Fostering the pre-school child;
- Fostering the school-age child;
- Fostering the teenager;
- Guiding the sexual development of the child;
- Fostering the mentally retarded child;
- Fostering the physically handicapped child;
- Handling lying, dishonesty, and destructive behavior;
- Handling differences among children under one roof;
- Fostering the emotionally disturbed child;
- Communicating with professionals;
- Working well with the natural parents;
- Legal aspects of fostering;
- The foster parents' role in planning for the foster child.

Availability: Eastern Michigan University
Department of Sociology
Ypsilanti, MI 48197
Attention: Patricia Ryan
Price: $1.00 each
Quantity discount - $.75 each for 10 or more

Accession Number 70801

Title: EVALUATION OF THE STATUS AND EFFECTIVENESS OF STATE AND LOCAL HUMAN SERVICE INFORMATION SYSTEMS, SYSTEM PROFILE-SOCIAL SERVICE DELIVERY MANAGEMENT INFORMATION AND CONTROL SYSTEMS

Author: Rosenberg, B.

Source: Applied Management Sciences, Inc., Silver Spring, MD, 1976, 36pp.+

Funding: DHEW

Abstract: This monograph presents a profile of the social service delivery management information and control system of the Utah Department of Social Services' Division of Family Services.

The document states that the purpose of the Division of Family Services to to provide the means and resources for Utah citizens to attain or retain a quality of living compatible with basic standards in education, employment, and family life. In order to carry out its function, the Division operates the following components of a human service information system which are described in the document: client intake and problem assessment; determination of eligibility requirements; information and referral services; resource directory; service delivery; case management and monitoring; administrative service programs; and planning evaluation.

Two unique features of the system are identified and discussed. These are: a highly trained administrative staff and a service inventory, which is included as a means of tracking available services. Other aspects of the system which are discussed in the document include: data outputs; coordination activities; system utility; transfer activities; staffing and training characteristics; and planning, development and future plans for the system. System forms and a bibliography of available system documentation are also provided.

Availability: NTIS
5285 Port Royal Road
Springfield, VA 22161
Price: $4.50
SHR-0001104

Accession Number 70802

Title: CHILD ADVOCATES' CHECKLIST FOR REVIEW AND SUMMARY OF THE STATE TITLE XX CASP PLAN

Author: Mueller C

Source: Child Welfare League of America, Hecht Institute for State Child Welfare Planning, Washington, DC, 1977, 40 pp.

Funding: Same

Abstract: The Title XX Comprehensive Annual Services Program (CASP) Plan is a public document published in each state and the District of Columbia. This checklist was developed to assist child advocates while reviewing and summarizing proposed CASP plans.

Included in the checklist are forms to help in the analysis of the following: estimated Title XX expenditures; eligibility and fees for Title XX services; a summary of Title XX services; services for adoption, day care, day treatment, foster family care, group home care, institutional care, services for children; and services to unmarried parents. The manual also describes additional services which may be available to children such as camping, emergency shelter, and family counseling. After summarizing the information gathered in the checklist, the next step, the analysis of the data, is included in the form of a questionnaire. By completing the checklists in Appendix A: Federal Requirements, one can determine what information, required by the Federal Government, is included or missing from the State's CASP Plan, as well as the procedures followed for the planning process. The requirements concern display ads for proposed plans, summaries of proposed plans, public review processes, display ads for final plans, and amendments to final plans. Appendix B is a glossary of terms.

Availability: Hecht Institute for Child Welfare Planning
1346 Connecticut Avenue N.W.
Washington, D.C. 20036
Price: $3.95

Accession Number 70803

Title: POCKETGUIDE TO TITLE XX, SOCIAL SERVICES TO CHILDREN AND YOUTH

Author: Mueller C

Source: Hecht Institute for State Child Welfare Planning, Washington, DC, 1976, 13 pp.

Funding: Same

Abstract: This manual explains the provisions of Title XX and its implications for services to children, offers suggestions for citizen participation in a state's planning process for Title XX, and presents additional related information on Title XX.

The provisions of Title XX are outlined in terms of funding, goals for services, allowable services, eligibility for services, ineligible expenditures, and program planning requirements.

Implications for services to children and youth with respect to Title XX are discussed, and information on how Title XX provides for services, how states may use Title XX funds and how standards imposed on Title XX funds may be used to provide and ensure high quality services is given.

The planning process and procedures for state application for Title XX funds are set out, and strategies for effective participation in a state's Title XX program are listed. These strategies include awareness of the regulations and laws, a full understanding of Title XX and its provisions, and awareness of activities at the state level.

Emphasized are the opportunities and responsibilities of citizens of individual states to participate in the planning process, and suggestions for citizen involvement are made.

Appendices provide a sample Title XX calendar for planning, Title XX activities, information sheet on the Financial Assistance for Communities Services Act, and a list of additional information sources on Title XX.

Availability: Hecht Institute for State Child Welfare Planning
1346 Connecticut Avenue N.W.
Washington, D.C. 20036
Price: $1.00 1-9 copies
$0.85 10-49 "
$0.80 50 and over

Accession Number 70824

Title: VANTAGE POINT

Author: University of Tennessee, School of Social Work, Nashville Branch

Source: University of Tennessee, School of Social Work, Nashville Branch, Nashville, TN, (1977)

Funding: State of Tennessee, Department of Human Services

Abstract: Seven videotape training modules, prepared by the University of Tennessee School of Social Work, offer an opportunity to experience social service intervention in its natural setting. The videotapes present a chance to observe real workers interacting with real families. The presentation of these spontaneous episodes is accompanied by worker-supervisor interactions after the client interviews. In addition, well-known consultants comment on the interviews.

The cases portray problems of motivation, aggression, defeat, and resistance. The families represent a mixture of backgrounds, races, and experience with the social service system. Diversity on the part of caseworkers and supervisors is evident.

Although the videotapes are especially relevant for protective service staff, it is suggested that the training materials are applicable to interpersonal practice in many human service settings. The videotapes enable the caseworker to be present, unseen, at interviews, to draw conclusions about interview techniques used, and then to compare these conclusions with those of the experts.

A specially-prepared training manual accompanies the videotapes, providing background on each case, reading materials on general principles that apply to protective service casework, and guidelines on how to use the tapes.

The materials are intended to improve the work performance of protective service staff through in-service and pre-service training. They are designed for use in small, informal groups and as such, serve as a springboard for the discussion of group members' own problems and perspectives.

Availability: University of Tennessee Research Corp.
Room 404, Andy Holt Tower
University of Tennessee
Knoxville, TN 37916
Price: Videotapes $1,100 (Set of 7)
Videocassettes $1,260 (Set of 7)
Training Guide free with each case;
Extra copies $10.00 each

Accession Number 70825

Title: COMMUNITY RESIDENTIAL NETWORK PROCEDURES AND POLICY MANUAL

Author: Illinois Department of Children and Family Services

Source: Illinois Department of Children and Family Services, Lake and McHenry Counties, Waukegan, IL (n.d.), 42pp.

Funding: Same

Abstract: The Community Residential Network (CRN) officially began in April, 1976. This document is a policy and procedures manual of that program. The concept of CRN was developed as a result of the need to provide comprehensive coordinated services to children, identified as "most difficult" within Lake County, Illinois. These are youth who have shown consistent behavior problems at home, in school, with the police, and in the community. Some are runaways, others are alcohol and drug abusers. The following services are provided: a day treatment program with a maximum capacity of ten participants at any one time; group educational activities and family and group therapy; and opportunities for each participant to engage in projects of special interest.

The program works under the direction of an advisory board which performs overall administrative and management tasks. According to the document, foster care services which are designed to meet the needs of youth along with their families are available from trained therapists. Homemaker services are also available as a part of the total treatment plan. Advocate family coordinators provide youth opportunities for consistent, positive experiences with other teens and adults. The document states that the idea of the agency is to focus on building positive relationships. Ten hours per week with each child indidually and in group experiences is the average time given to these activities. Special Outdoor Adventure Resources (SOAR) is a wilderness camping experience provided for the youngster by the Lake County Youth Service Bureau. This is a survival program designed to help each child learn to cope with crisis through self-understanding and team work. Another program, Foster Roommate, is designed to aid in the development of skills in being independent. Crisis intervention is available to all youth at all times. Emergency temporary care is also available for those who need to be cared for outside of their own homes or a long-term foster care home.

Availability: Community Residential Network
P.O. Box 230
Lake Villa, IL 60046
Price: $3.50
(10 copies or more, $3.00 per copy)

Accession Number 70829

Title: FOSTER FAMILY SERVICES: RECOMMENDATIONS FOR IMPROVEMENTS

Author: Task Force on Foster Family Services

Source: Alaska Department of Health and Social Services, Division of Social Services, 1977, 41pp.

Funding: Same

Abstract: This report of the Foster Family Services Task Force of the Alaska Department of Health and Social Services presents its findings after a one-year study of the problems in the foster family program. The report identifies seventeen basic problems; recommendations and alternatives are presented which may alleviate each problem.

The basic goals of the Task Force around which most of the problems revolve are focused on returning children to their biological parents, minimizing the harmful effects of placement, and striving to maintain the cultural integrity of the native children by taking steps to encourage the placement of children in native homes. The Task Force found that 72 percent of all children in foster care are from a native culture, but few provisions in the existing system insure that the ethnic heritage of these children will be preserved.

The Task Force made specific recommendations to improve foster care service. These recommendations included changes in treatment planning, case recording, and staff responsibilities. The report also encourages community involvement, indicates the need for more foster homes, especially native homes, and suggests training of foster parents on a continuing basis.

The report recommends that manuals be developed for foster parents and natural parents; content outlines for these manuals are included in the appendix.

Availability: Division of Social Services
Dept. of Health and Social Services
Pouch HO-5
Juneau, Alaska 99811
Price: no charge

Accession Number 70830

Title: A SECOND CHANCE FOR FAMILIES: EVALUATION OF A PROGRAM TO REDUCE FOSTER CARE

Authors: Jones MA; Neuman R; Shyne AW

Source: Research Center, Child Welfare League of America, Inc., Jan 1976, 133 pp.

Funding: New York State Department of Social Services

Abstract: The New York State Preventive Services Demonstration Project is an experimental program designed to assist parents in achieving greater parental competence, resulting in avoiding the separation of a child from his family and facilitating the return of the child to his family after he has been placed in a foster home. Five categories of services were mandated by the program: counseling, homemaker, day care, vocational and educational, and information and referral. This final report contains the background of the project, a description of the procedures, the sample, the outcomes, an analysis of the outcomes, discussion and recommendations.

Seven voluntary agencies in New York City, one in Westchester County and one in Monroe County were selected as demonstration units. Eligible cases were assigned randomly to an experimental group and a control group. Data on individual cases in both groups were supplied by caseworkers on three major data collection forms: baseline data form; monthly service schedule; and outcome schedule. The selection process yielded a sample of 549 families (373 were assigned to the experimental group, and 176 to the control group). The mother was the only parent in the household in over two-thirds of the families. The examination of services provided to cases in the project was undertaken for two purposes: (1) to compare the service inputs in experimental cases and in control groups; and (2) to obtain as complete as possible a description of the services offered through the demonstration units, for the use by other agencies undertaking similar programs. Various service patterns emerged from the participating agencies. Only one agency was able to sustain a mother's group during the project, and found it very helpful in overcoming some of the depression and apathy of many of the mothers. Another agency created an area called The Family Center" where families were encouraged to meet with project staff, and other families of the program. Results were excellent.

Outcomes of service are presented in detail. From the time of admission to the end of the project, 52 percent of the experimental group children and 60 percent of the control group children spent some time in foster homes. Although results are inconclusive, a significantly greater proportion of the experimental group children than control group children were at home at the end of the project. Recommendations for future projects are presented.

Availability: Child Welfare League of America, Inc.
67 Irving Place, New York, NY 10003
Price: $4.00

Accession Number 70837

Title: CENTER FOR YOUTH DEVELOPMENT AND RESEARCH

Author: Center for Youth Development and Research

Source: Center for Youth Development and Research, University of Minnesota, St. Paul, MN, 1976-77

Funding: U.S. DHEW, Social and Rehabilitation Service Grants Nos. 47-P-25435/5-01 and 85-P-95810/5-01

Abstract: The initial pamphlet in a collection of twelve contains a statement developed by the Center for Youth Development and Research on their concept of normal adolescence and impediments to healthy development.

In September 1969 the Center began to sponsor monthly Interdisciplinary Faculty, Student and Community Seminars which focused on a general topic related to youth. Six pamphlets contain a compilation of the ideas and highlights of subsequent seminars which addressed the following topics and issues: an overview on the subject of youth; young people's responses to social systems; coping with a complex society; a cross-cultural view of conflict for youth; youth's rights; and, youth and the family.

Another function of the Center was a survey conducted to detail what young girls need the most for their fullest development and which organizations were best serving those needs. "Creative Youthwork" discusses the survey and its ramifications for youth-serving agencies and gives a view of the operation and results of the National Youthworker Education Project.

"Issues and Answers in Youthwork" delineates approaches that have been taken by the participants, faculty and staff of the National Youthworker Education Project as they worked to resolve problems connected with developing coordinated programs for young women and improving their understanding of girls from various backgrounds.

An edited dialog of a conference discussion about delinquency institutions focuses on the ineffectiveness of current juvenile measures and the potential for community based facilities.

A project conducted by volunteers at a County Home School in Minneapolis is described, and its impact is assessed. General principles for volunteer projects are pointed out.

A final monograph examines issues in services to rural youth with particular attention to the ability of rural communities to expand their perceptions of necessary responses to the youth population.

Availability: Center for Youth Development Research, 48 McNeal Hall,
1985 Buford Ave., St. Paul, MN 55108
Price: $0.50 each
"Issues and Answers in Youthwork" - $0.75 each

Accession Number 70838

Title: THE EDUCATOR AND CHILD ABUSE

Author: Fraser BG

Source: National Committee for Prevention of Child Abuse,
Chicago, IL, 1977, 38 pp.

Funding: Same

Abstract: Most state laws wisely mandate educators to report suspected child abuse, but these laws are relatively new and have caught many educators unprepared. An overview of the educator's role in the problem of child abuse is presented.

It is not designed as a definitive treatise on any aspect of the subject, but it explains why educators are involved and provides a working knowledge of what child abuse is, what educators should look for, and what their obligations are under the law.

The child abuse prevention and treatment system and how it works is detailed.

Factors that contribute to such treatment of children are examined. A diagram depicts the "world of abnormal rearing." The appendix contains a model school policy with considerations for policy development.

Educators are frequently the first and sometimes the last line of defense for an abused child and his family. This booklet will enable educators to clarify their roles and responsibilities.

Availability: National Committee for Prevention of Child Abuse
Publishing Department, Suite 510
111 E. Wacker Drive
Chicago, IL 60601

Stock No. B-77-102

Price: $2.00 each
Bulk rates available

Accession Number 70844

Title: CHILDREN IN PLACEMENT PROJECT

Author: National Council of Juvenile Court Judges

Source: National Council of Juvenile Court Judges,
Reno, NV 1976 136 pp.

Funding: Edna McConnell Clark Foundation

Abstract: Children in Placement (CIP) is a case management system designed to help courts and agencies monitor the status of children in foster care.

The project has been field tested in 12 courts and has been found to be a practical, effective method for courts and agencies to collect vital information on the status of children in care. Using the emerging information, courts can regularly assess the progress of each child in the court's jurisdiction.

To set up the CIP process, each court appoints a local project coordinator who recruits and trains concerned citizens. This manual provides materials useful to training the project coordinator and the volunteers. The manual includes:

- Descriptions of the roles of the judge, project coordinator, and volunteers within CIP;
- Operational guidelines for all participants;
- Study material for volunteers;
- Sample case review forms with instructions for filling them out.

A four-part audiovisual training kit is also available. It consists of a 30-minute slide presentation for volunteer recruitment and community education, and three videotapes for educating judges, project coordinators and volunteers.

This training guide would be especially useful to juvenile and family court judges since it provides all the information necessary to set up a CIP system for children under a court's jurisdiction. The National Council of Juvenile Court Judges sees the implementation of a CIP system as a major step toward stable, permanent homes at the earliest possible time for children in placement.

Availability: National Council of Juvenile Court Judges
P.O. Box 8978
Reno, NV 89507

Cost: $8.00 without cassettes
$13.00 with cassettes

Accession Number 70850

Title: INTRODUCTION TO FOSTER PARENTING

Author: Child Welfare League of America, Inc.

Source: Child Welfare League of America, Inc., New York, NY, 1976, [136 pp. + 32 pp.]

Funding: Children's Bureau, Contract HEW 105-74-1102

Abstract: Introduction to Foster Parenting is a basic curriculum for foster parenting. Foster parents need training in order to carry out their tasks adequately and in order to provide foster children an extra measure of understanding, patience, and know-how.

The Leader's Guide describes the goals of the overall course and of individual sessions. It discusses suggested teaching methods and provides guidelines for presenting content and materials.

The six individual session guides include descriptions of activities and specific instructions for organizing them and carrying them out. A suggested agenda appears at the beginning of each section.

Parenting Plus is a workbook for foster parents containing exercises and illustrations to encourage personal involvement with the basic themes of the course. The "Telephone Flip" is a resource-and-information card. A poster depicts foster families engaged in various activities.

In addition, a series of short reading selections comprise excerpts from classical writings in foster care, writings of foster parents, and transcribed tapes of foster parents' experiences.

Transcripts for the films and tape recordings included in the course are printed separately.

The basic course and its supplemental materials are designed for use by instructors with foster parents to provide a beginning for new foster parents, describing what foster care is, what it means to be a foster parent, and some guidelines and specific suggestions.

Availability: Foster Parent Curriculum Project
Child Welfare League of America
67 Irving Place
New York, NY 10003

Price: Sold as a package which includes 1 set of A/V materials, 1 Leader's Guide, and 20 copies of materials for foster parents--workbooks, readings, and telephone flips. The cost of the package is $350.00. Individual components are available through the Child Welfare League of America. Contact Betty Hart or Helen Stone.

Accession Number 70855

Title: THE ELUSIVE UNIT OF SERVICE

Author: Bowers GE; Bowers MR

Source: Human Services, Monographic Series, Number 1,
September 1976, 154 pp.

Funding: U.S. DHEW, Contract No. HEW 100-75-0179

Abstract: Recent efforts to develop and utilize standard measurable units for the social and mental health services are summarized and analyzed, and presented with the authors' views and conclusions.

The types of units of service in use--time, activity, material, and outcome--are defined, and their potential applications in needs assessment, planning, service delivery, evaluation, budgeting and cost accounting are briefly noted. Units of service may be used to quantify tasks and services, and thus facilitate cost analysis of services and programs.

Specific problems often encountered in developing unit of service systems include a lack of program or service objectives, poor definition of units or services, and inadequate design and testing of the system.

Six representative systems using units of service are described and thus provide an overview of current research on the subject. For each are outlined the development process and system organization, types of units used, types of services delivered, and the pros and cons. Both community and state based systems are discussed.

Appendices offer supplementary material as developed and used by these systems, including sample service inventories, criteria for units and units of service definitions.

The authors conclude that the development and utilization of standard units of service is at an early stage, and further research is needed. Some practical suggestions are offered on how to develop a unit of service system, incorporating statistical and cost systems, and unit of service definitions.

Availability: Project SHARE, Attn: Timothy S. Reed
P.O. Box 2309
Rockville, MD 20852
Price: Free

Accession Number 70864

Title: THE DOME PROJECT (DEVELOPMENT OF OPPORTUNITIES THROUGH A MEANINGFUL EDUCATION)

Author: Simon, John

Source: The DOME Project, New York, NY, 1978

Funding: Multi-source funding, including CETA funds, foundation grants

Abstract: The DOME Project is described as a non-profit educational program that has been in operation since 1973 in New York City. This Manhattan-based year-round program provides the following services to youth between the ages of 11 to 21: intermediate school alternative class; high school follow-up program; school and college guidance and placement; vocational guidance and placement; after-school tutoring and special classes; personal counseling; summer program (employment and recreation); special projects, such as building a geodesic dome and operating a Student Design Center.

The materials state that the DOME Project serves as a model for a unified approach in dealing with problem youngsters without having to remove them from their homes. The youth are helped by an alternative school setting tailored to their individual needs and by the coordination of resources and services from within the community. The program is designed to create opportunities for change for young people who are caught up in a cycle of failure and frustration. Children are referred to the DOME Project through the school system, community agencies, parents, and other youth. Youth are admitted to the program if they show a desire to help themselves.

Included in these materials are: a financial report and sources of funding, a description of staffing responsibilities, and a list of accomplishments.

Availability: John Simon
The DOME Project
251 West 80th Street
New York, NY 10024
Price: $.50

Accession Number 70876

Title: THE MARGARET HUDSON PROGRAM: A COMPREHENSIVE SERVICE APPROACH TO ADOLESCENT PARENTING

Author: West-Anderson, Jeannie

Source: The Margaret Hudson Program, Tulsa, OK, 1978, 59pp.

Funding: Federal, State, Community funds and private donations

Abstract: Comprehensive services for school-age mothers, their infants, their families, and the young father are provided by the Margaret Hudson Program and are described in this report.

Background information, goals and objectives of this alternative school, and the four major components of health, academics, counseling, and cultural enrichment are discussed. The report states that 1,580 school-age mothers who continued their education via this program have been served since the program's inception in 1969. Preliminary problems such as facilities, transportation, organization of a community board, overcoming attitudinal barriers, coordinating agency involvement, and publicity are discussed.

The administration of the program and responsibilities of staff members are described, as well as roles and types of support provided by cooperating agencies. Charts are included which illustrate organizational structure, decision-making flow, and community agency involvement.

A review of the program's specific activities and functions stresses the goal of providing an opportunity for school-aged mothers to continue their educations in a supportive environment which also incorporate health counseling, and cultural enrichment services. Activities for each component are listed and include individual counseling, follow-up counseling, health education classes, exercise classes, career guidance, academic classes, community resource speakers, and field trips. The role of the Margaret Hudson Program as a developer and disseminator of information regarding teenage parents and their needs is also discussed.

The report includes an explanation of referral, intake, and enrollment procedures and describes a typical day at Margaret Hudson Program. Services provided at the time of delivery and service planning upon completion of the program are also discussed.

Evaluation data show that Margaret Hudson Program students experience fewer premature births and perinatal deaths than did the total county population of women giving birth. Statistics also reveal that the Margaret Hudson Program has helped to reduce the number of repeat pregnancies among teenage mothers and has had significant impact on the drop-out rate of school-age pregnant women.

A discussion of the replicability of the program, a one-year budget, and a collection of brief case histories are included in the report.

Availability: The Margaret Hudson Program
1205 W. Newton, P.O. Box 6340
Tulsa, OK 74106
Price: $4.00

Accession Number 70877

Title: FOSTER PARENT EDUCATION CURRICULUM

Author: Department of Family and Child Development, Kansas State University; Ward K (ed.)

Source: Department of Family and Child Development, Kansas State University, Manhattan, KS, 1976

Funding: In part by OCD Project Grant 90-C-249; Kansas State Agriculture Experiment Station Project 341

Abstract: This curriculum package for foster parent training comprises a foundation book and seven units including more specific curriculum materials. The base book focuses on age characteristics and the forces which influence children before they reach adolescence and the stages of psychosocial development and their corresponding tasks during the adolescent years. Specific problems of adolescence and methods which foster parents can employ to cope with them are discussed.

Two volumes contain the teaching units, a chart of competencies, materials written for the instructor, suggested teaching strategies, discussion guides and resources. The teaching units cover these topics: the history of foster care, current trends in foster care, kinds of placement, factors in placement, foster parents' relationship with the agency, the child's feelings and reactions to separation from his parents, the foster parents' relationship with the natural parent, and various issues of foster family relationships.

Five separate booklets focus on the social and psychological development of children from infancy through age 12 and moral development in the adolescent years. Each guide includes an outline of the expected behaviors for each age and the appropriate adult behaviors, an outline for instruction of the unit, content information for the instructor, discussion materials and a reference guide.

Availability: Department of Family and Child Development
Room 143, Justin Hall - Foster Parent Project
Kansas State University
Manhattan, KS 66505
Price: $28.25 (ordered individually)
19.50 (set)
(Includes postage)

Accession Number 70879

Title: GROUP HOMES FOR NEW YORK CITY CHILDREN (REPORT AND SUPPLEMENT)

Author: Citizens' Committee for Children of New York, Inc.

Source: Citizens' Committee for Children of New York, Inc., New York, NY, Dec 1976, 69 pp. (report) + 57 pp. (supplement)

Funding: New York Community Trust, Ihelson Family Foundation, Grant Foundation

Abstract: The development and increasing popularity of group homes for older adolescents and disturbed younger children as an alternative to large institutions or individual foster homes are studied with an eye towards policies and practices.

The findings grew out of visits to agencies and their group homes, and also reflect the concerns voiced by agency and group home staff. These include the need for:

- the group home to strengthen the bonds between natural parent and child;
- guidelines for state and local, public and voluntary agencies planning to open community-based group homes;
- standardization of job titles, training, salary ranges, duties and responsibilities of group home staff;
- reviewing the behavior and possible treatment needs of group home children;
- establishing guidelines for routine group home activities;
- providing for after care; and
- development of standardized reporting forms and evaluation procedures.

Issues to be considered include:

- the establishment of group homes in mixed or homogeneous communities, with regard to ethnic and racial integration and the development of cultural identity; and
- establishment of group homes for children with special needs, with regard to possible further isolation of the handicapped.

The supplement, subtitled: Descriptive Profile of 131 Group Homes Operated by 14 Voluntary and 2 Public Agencies, comprises information received from 16 agencies, compiled in tables and summarized. Qualitative data includes details on types of group homes, children served, criteria for admission, and programs and services offered.

Availability: Citizens' Committee for Children of New York, Inc.
2 Park Avenue, New York, NY 10016
Price: $3.50 - report
1.50 - supplement
.75 - postage
$5.75 - complete with postage

Accession Number 70882

Title: OUR CHILDREN IN NEW YORK STATE PSYCHIATRIC HOSPITALS.
PART TWO: THE ADOLESCENTS

Author: Citizens' Committee for Children of New York, Inc.

Source: Citizens' Committee for Children of New York, Inc.,
New York, NY, April 1972, 19 pp.

Funding: Same

Abstract: This document is the second report of a survey of children in New York State psychiatric hospitals. The first report, issued in 1970, made recommendations for improving the care and treatment of children in compliance with the Mental Hygiene Law. During the survey for this report it was found that adolescents sixteen and over were not included in educational or related programs for those under sixteen although the law mandated the same services for children ages 5-21.

A review of existing statistical data related to the adolescent population was collected from ten state hospitals. Findings indicated that adolescents represented less than two percent of the total patient population. Less than one-fifth were housed in adolescent units in three hospitals; they were all housed in adult wards in the other hospitals.

Great variations in attitude, philosophy and programs among the ten hospitals were found as to the need for separate day programs, residential units, and educational services for adolescents. The survey found that no comprehensive full-time residential, educational or rehabilitative programs for all patients aged 16-20 existed. The problems of "unitization" of hospitals, that is, housing patients from a given neighborhood in one unit of the state hospital, are discussed, as is the gap between children's and adult services. The report also outlines arguments for and against hospitals providing special services to adolescents.

Recommendations include steps to:

- Establish an educational policy for adolescent patients, and provide technical assistance to hospitals for alternative educational programs.
- Provide recreation, occupational, individual, group or family therapy.
- Emphasize to hospital administrators the importance of separate adolescent units in order to facilitate service delivery.
- Determine a statewide definition of the "adolescent."

Availability: Citizens' Committee for Children of New York, Inc.
2 Park Avenue
New York, NY 10016
Price: $2.75 (includes postage)

Accession Number 70884

Title: CHANGE IS OVERDUE: REPORT OF THE TASK FORCE ON SCHOOL HEALTH, CITIZENS' COMMITTEE FOR CHILDREN OF NEW YORK, INC.

Author: Citizens' Committee for Children of New York, Inc.

Source: Citizens' Committee for Children of New York, Inc., New York,, NY, April 1974, 52 pp.

Funding: New York Fund for Children

Abstract: The school health program in New York City is examined in the context of health needs and health care resources outside the schools, and recommendations for improvement are made.

A Task Force assembled in 1971 engaged in activities including:

- Site visits to schools and related health and educational facilities.
- Discussions with individuals in the central offices of the Department of Health and the Board of Education.
- Special projects in school health and site visits to some of the projects.
- Consultation with outside experts in fields related to school health.
- A review of previous studies of the New York City school health system, as well as proposals for studies and projects which were never implemented, and of relevant professional and popular literature.

Findings indicated a need for school health services to move away from in-school services towards liaison, coordination, and advocacy linking children, their parents and the school with community health services, both public and voluntary. The new program should be directed towards:

- Assuring that as many children as possible are enrolled in public or voluntary programs of comprehensive health care.
- Following up to see that children actually received needed services.

This reorientation would involve a sharp reduction in the number of school physicians, a change in school physicians' and nurses' roles, and would create a need for new paraprofessionals.

A proposed program to implement the reorientation of the school health program is outlined, incorporating recommendations on program services, staff, organization, costs and funding.

Availability: Citizens' Committee for Children of New York, Inc.
2 Park Avenue
New York, NY 10016
Price: $2.75

Accession Number 70887

Title: FOSTER CARE OF THE DEVELOPMENTALLY DISABLED: A BASIC COURSE FOR FOSTER PARENTS AND FOSTER CARE WORKERS

Author: Murphy, Gwendolyn

Source: Boston University School of Social Work, Division of Continuing Education, 1975, 154pp.

Funding: Massachusetts Developmental Disabilities Counsel to Boston University School of Social Work

Abstract: This manual has been developed as part of a project called "Certificate Program in Foster Care of the Developmentally Disabled," funded by the Massachusetts Developmental Disabilities Council. As reported in the manaul, the goals and objectives of the project reflect the Council's priority of developing special living arrangements for the developmentally disabled. The project attempted to accomplish this through the education of those who provide such arrangements. A second goal was to encourage foster parents in the traditional public and private child welfare agencies, through education, to accept disabled individuals into their homes.

The specific project objectives were as follows: 1) to train current and potential foster parents, community caretakers, community agency, and institutional staff to work more effectively and collaboratively in providing community-based residential services for the developmentally disabled, 2) to develop a model curriculum, 3) to train a corps of teachers to bring this curriculum to professional and foster parents, 4) to initiate an educational function and increase the educational capabilities of state institutions for the developmentally disabled in public and private child welfare agencies and foster parent organizations.

The project was developed in a sequential design and was based on an educational philosophy which recognized the learners as adults involved in carrying out responsible tasks. Thus, the learners were involved from the beginning of the training in defining their learning needs, setting objectives, selecting content, actively participating and sharing in the learning-teaching transaction, and evaluating the process.

An overview of the care for the developmentally disabled, the foster care system, and the role of foster parents are covered in the initial content units. Definitions and management suggestions are outlined in the sections addressing mental retardation, cerebral palsy, and epilepsy. Other units discuss understanding the developmentally disabled child, effects on the family, and special problems such as separation, discipline, and mental health.

The basic content in this manual can be adapted to many training formats. A selected bibliography is included along with appendices citing individual case examples.

Availability: Louise Frey
Boston University School of Social Work
Division of Continuing Education
264 Bay State Road
Boston, MA 02215
Price: $7.00

Accession Number 70889

Title: THE RUNAWAY RESPONSE SYSTEM: A TEAM APPROACH TO BRIEF FAMILY THERAPY

Authors: Rivera RJ; Carson RD; Stewart DD

Source: Youth-In-Crisis, Inc., Berwyn, IL, Aug. 1975, 86pp

Funding: National Institute of Mental Health Contract ADM 42-74-104 (SM)

Abstract: A team treament approach to the problems of adolescent runaways and their parents, the Runaway Response System (RRS), is described and evaluated.

The RRS caseload consists of youth of whom: seventy-two percent are police referrals; eighty-seven percent are from the Youth-In-Crisis target area; ninety-three percent are simple runaway cases from the police point of view; and sixty-one percent have left home at least once before.

Common denominators in the family backgrounds of the runaways include conflict, personal animosity, and lack of communication between adults and adolescents.

The treatment model consists of a weekly Family-Team Conference which forms the setting for the therapeutic effort of the RRS team. The team includes the Family Therapist, who manages the counseling team and serves as the team leader at the weekly sessions; the Youth Advocate who makes the initial contact with the family, and whose role is to empathize with the problems of the adolescent; the Parent Advocate who provides peer support, parent education and, where a foster placement is made, acts as a liaison between the foster parents and the natural parents. In conjunction with the Family Therapist, the Parent Advocate may become involved in marriage counseling.

Selected transcripts from a taped Family Team Conference illustrate the dynamics of the therapeutic process.

Forty-seven client families were involved in the 10-month pilot program conducted in 1974-75. Forty three percent of all the RRS intakes left the program after attending only one Family-Team Conference, or after refusing to participate. Thirty percent remained were involved in two or three conferences, and twenty-seven percent (13 cases) attended four or more.

Although the client retention figures would indicate otherwise, the Team members felt that for participating families, RRS provided emotional and practical support in a time of crisis.

Other agencies providing services to runaway youth and their families should find useful ideas and suggestions applicable to their own projects and services.

Availability: Youth-In-Crisis, Inc., 6737 West 34th Street, Berwyn, IL 60402
Price: $5.00

Accession Number 70897

Title: AN INTRODUCTION TO STATE CAPACITY BUILDING: PLANNING MANAGEMENT AND DELIVERY OF CHILD AND FAMILY SERVICES

Authors: Himelrick JB; Aitken SS

Source: National Association of State Directors of Child Development and the Early Childhood Project, Education Commission of the States, Report No. 98, Dec 1976, 89pp

Funding: Same

Abstract: Practical guidelines are offered for all persons (elected officials, service providers, citizens) interested in improving the capacity of the state in the planning, management and delivery of child and family services.

Capacity building includes at least six interacting components: planning; public information and education (public awareness); organizational structuring; setting goals and objectives; information gathering; and evaluation of results with original objectives and goals. Each of these components is described, the processes involved are outlined step by step, and the methods and techniques to be used in each of the processes are discussed.

Part I provides an introduction to capacity building, discusses barriers to change, and discusses the skills and attributes of the successful capacity builder.

Part II presents detailed information on the planning process, which includes planning for public awareness, determining organizational structure, formulation of goals and objectives; needs assessments; service and financial resource inventories, and evaluation.

Part III, "Notes for the Technical Assistance Consultant," offers discussions of the role of the consultant, the role of the state capacity builder, and details the phases of technical assistance (beginning, problem-Solving, and disengaging) as well as the documentation process.

Appendices contain useful background information on: the legislative process; management information systems; and list foundations who have funded child welfare projects.

Availability: Early Childhood Project
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80295
Price: $5.00 includes postage and handling
Prepayment required.

Accession Number 70902

Title: OVERCOMING BARRIERS TO PLANNING FOR CHILDREN IN FOSTER CARE

Author: Emlen, Arthur; Lahti, Janet; Downs, Glen; McKay, Alec; Downs, Susan

Source: Regional Institute for Human Services, Portland State University, Portland, OR, 1977, 121pp.

Funding: DHEW, Office of Child Development, Children's Bureau

Abstract: This document is the second volume of a three-part report on a three-year demonstration project in Oregon that begin in 1973. The project entitled, Freeing Children for Permanent Placement demonstrated growing concern for children placed in foster care and who then were forgotten. The study served as an impetus for exploring what could be done to free these children for more permanent placements. The first volume presents the research methodology for the project. The third volume is a manual describing how to effect permanent planning for children.

This study shows how barriers to permanent planning for children were overcome. The problems, clients, degree of effort made and by whom, social work and legal components, the process, cost savings, problems and successes encountered in the implementation within a state agency are all described.

The document shows how the project lends itself to the development of technical assistance, including consultation on: case screening and management techniques; use of appellate decisions, statutes, specific legal decisions; cost effectiveness; availability and the obtaining of necessary funding.

According to the report, in order to achieve the goal of finding permanent homes for foster children, planning requires a conceptual base as well as a technical one. The following criteria are stressed as strategic to proper planning: 1) Structured, time-limited rehabilitation programs for parents designed to help reunite families; 2) Early intervention, from the time the child first enters care; 3) Planned regular visitations between parents and the child; 4) Decisiveness about the best future placement for the child; 5) Knowledge about working with courts to terminate parental rights; 6) A range of permanent planning options based on agency policy and statutory authorization. These include subsidized adoption, formalized long-term foster care agreements, and guardianships.

According to the follow-up study in 1977, the results of this program, as implemented in Oregon, demonstrate that the placements made have remained stable; 92 percent of the children are currently in their original placements.

Availability: Permanent Planning Project
Regional Research Institute for Human Services
Portland State University
P.O. Box 751
Portland, OR 97207
Price: no charge

Accession Number 70905

Title: POSITIVE PARENT

Author: Early Childhood Program, Southwest Educational Development Laboratory

Source: Southwest Educational Development Laboratory, Austin, TX, 1976

Funding: U.S. Department of Health, Education, and Welfare, National Institute of Education

Abstract: The Positive Parent materials consist of a series of television spot announcements and related booklets which are designed to increase awareness of recommended parenting practices.

Each of the spots and booklets deals with a specific parenting technique relating to discipline, language and intellectual development, social and emotional development, and family roles and relationships. Booklets and television spot announcements are designed to be used separately or together.

Each television announcement presents a home situation and focuses on a specific parenting skill. Black, White and Chicano families are featured in dramatizations of opportunities to apply recommended parenting practices. Suggested uses of the 30- and 60-second spots are as public service announcements and as discussion material for parent education groups and social service professionals.

The Positive Parent booklets deal with specific parenting topics. Designed to reach a multicultural audience, the booklets can help supply information parents may need to better understand their roles in their children's development.

Titles in the series are: Be Consistent; Praise Your Children; Practice What You Teach; Expect the Best from Your Children; Read to Your Children; Talking with Children: Children Learn by Watching and Helping; Los Ninos Aprendo Mirando y Ayudando (a bilingual booklet in Spanish and English); Pay Attention to Your Children; Help Children Cope with Frustration; People Who Matter; Simple Things; Where Do Adults Come From; and Nuestros Hijos.

Suggested uses of these booklets include dissemination to viewers of television spots, distribution to clients or recipients of social services, and take-home materials in parenting courses.

Availability: Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701
Price: TV spots are available in 30- and 60-second versions; in videotape or videocassette, with or without announcer tags. Request order form for specific price information. Booklets are $.27 each, minimum order 10 copies; bulk rates available.

Accession Number 70906

Title: ADOPTING CHILDREN WITH SPECIAL NEEDS

Author: Kravik PJ, Ed.

Source: North American Council on Adoptable Children, New York, 1976, 85 pp.

Funding: Same

Abstract: This report serves as a resource of information, advice, and practical experience on the subject of adopting children with special needs.

A child with special needs must seek the fundamentals of life (needs for love, nurturance, fun, stability, and self respect) under difficult or unusual circumstances. Often his natural parents are unable to provide him with the special care needed.

Specific needs of these special children are categorized, and other information provided to aid in the search for the special parents that they need. A person suitable to adopt a special needs child is one who likes children, is flexible, has had contact with people with handicaps, and measures each person's value according to his own potential. Information is provided for prospective parents on how to get help from the North American Council on Adoptable Children (NACAC).

Much of the book is written in the form of personal stories (including photographs) of families who have adopted children with special mental, physical, or emotional needs. These stories illustrate the challenging and valuable experiences families have shared through adoption. In addition, common handicapping conditions such as blindness, cerebral palsy, cleft palate, deafness, diabetes, and mental retardation are discussed, and a list of written materials which may be helpful to parents and workers is included.

Availability: North American Council on Adoptable Children
6 Madison Avenue
Ossining, NY 10562
Price: $4.00

Accession Number 70910

Title: INNOVATIVE PROGRAMMING FOR CHILDREN AND YOUTH

Author: Virginia Commission for Children and Youth

Source: Virginia Commission for Children and Youth, Richmond, VA, 1977, 97pp.

Funding: VCCY/Title XX Contract

Abstract: This document focuses on alternative/innovative programs and service delivery approaches available to provide services to children and youth. Innovative projects are presented in the areas of: 1) Juvenile Delinquency Prevention and Diversion; 2) Child Abuse and Neglect; 3) Day Care; and 4) Child Health Care. It is one of four separate documents developed by the State of Virginia to provide information related to services provided to children and youth. The four documents address: 1) data on the state's children and youth; 2) relevant state legislation; 3) innovative programs adaptable to children and youth; and 4) alternative needs assessment techniques. This document offers suggested programs for the identified areas of focus.

Juvenile Delinquency Prevention and Diversion was selected because of the recent Juvenile Code revision and the resultant state/federal focus on diversion. Recent studies demonstrating the effectiveness of preventive programs (parenting education, early periodic screening, diagnosis and treatment) in reducing potential child abuse and neglect and poor nutrition and health, resulted in the inclusion of Child Abuse and Neglect and Child Health Care. The increase in the numbers of working mothers and single-parent families resulted in the inclusion of the day care area.

Seventeen ongoing projects throughout the United States are described and reviewed in terms of the project cost, source of funding, target population, project goals, innovative aspects of the project, results/recommendations, and sources of further information. Information on funding sources available for programs for children and youth is also provided.

The authors of this report state their intention was to present current program innovations in services to children and youth in order to stimulate interest in improving youth services in other jurisdictions.

Availability: Virginia Commission for Children and Youth
Suite 901
Ninth Street Office Building
Richmond, VA 23219
Price: no charge

Accession Number 70915

Title: VOLUNTEER COUNSELING SERVICE OF ROCKLAND COUNTY, INC.

Author: Shapiro, Stephen A., Ph.D.; Tyrka, Hilary, Volunteer Counseling Service of Rockland County, Inc.

Source: Volunteer Counseling Service of Rockland County, Inc., New City, NY

Funding: Rockland County grant and other sources

Abstract: This material consists of three documents describing the Volunteer Counseling Service (VCS) of Rockland County, New York.

The Community Report describes the creation of the VCS at the request of Family Court judges. It began as a demonstration project to show that volunteers could be recruited and trained to work effectively with clients of Family Court to help prevent cruelty to children and to reduce family tensions. The stated purpose is to provide individual, marital and family counseling to persons involved with the Probation Department or Family Court. An operational structure, which includes a core of volunteer social service professionals is described, as well as funding sources.

The 1976 Annual Report presents statistics on the families receiving services during the year. Caseload composition, referral sources, and the number of volunteers are listed. Brief descriptions are given for the following programs: Social Work Graduate Student Program, Family Court Forensic Visitation Team, Family Court P.I.N.S. Diversion Project, the Family Court Forensic Mental Health Team, and the Models for Parents Programs.

The 1974 Training Manual was prepared to provide the volunteer counselors with information on the structure and policies of the agency, training and supervision of counselors, community resources, and the role and relationship of counselors and clients.

The manual describes the client population, and indicates the relationship of the volunteer to the Probation Department and the Family Court. It also states that a major function of the agency is to facilitate the use of an organized network of agencies available in the community. The counseling service is defined, and operating procedures outlined. The materials and processes used in training the volunteer counselors are described, and counselor responsibilities are listed in detail. The general expectations of counselors include availability, reliability, professional attitude, confidentiality, and learning and growth. The Manual states that the importance of VCS lies in its capacity to provide immediate, continuous, intensive and personalized service to families in crisis.

The manual includes specific guidelines for establishing a "helping relationship" with the clients, and presents suggestions for conducting interviews.

Availability: Dr. Stephen Shapiro, Volunteer Counseling Service of Rockland
County, Inc., 151 South Main Street, New City, NY 10956
Price: Training Manual $2.00; others no charge.

Accession Number 70924

Title: THE SCHOOL-AGE PARENT FILMSTRIPS

Author: Scripts by Cynthia Lang. Produced in association with the National Alliance Concerned with School-Age Parents

Source: Parents' Magazine Films, Inc., New York, 1977

Funding: Same

Abstract: This series of four sound and color filmstrips was designed to provide school-age parents with information and practical assistance to help them meet the demands of parenthood. The accompanying discussion guide and audio script booklet are included to assist in the utilization of the films.

"Becoming A Parent: The Emotional Impact" (Set 1) illustrates, with dramatizations based on actual case studies, how the birth of a baby can disrupt the lives of all concerned. It is pointed out that teenage parents, regardless of their backgrounds, have common problems and adjustments. Subjects covered include social pressures, living arrangements, new life-styles, and personal goals.

"Dealing with Practical Problems" (Set 2) provides school-age parents with suggestions to help them cope with the many new situations and daily problems encountered by all young parents. The value of professional counseling is noted, and the importance of prenatal care, health care for the newborn, and family planning is stressed.

"Rights and Opportunities" for the school-age parent are examined in Set 3. This set is designed to help young parents understand how to take control of their own lives and meet their responsibilities. The availability of public and private financial assistance, the importance of education, and the need to prepare for a secure future are covered.

"Building A Future" (Set 4) presents case studies which illustrate behaviors that indicate growth and maturity. Topics include moving toward self-sufficiency, guiding the child's growth, and learning the challenges and rewards of parenthood.

It is suggested that these filmstrips would be useful for guidance, family life, and parenthood classes in junior high schools, senior high schools, colleges, and universities.

Availability: Parents' Magazine Films, Inc.
Department FO/911
52 Vanderbilt Avenue
New York, NY 10017
Price: Complete series of 4 sets (records of cassettes): $220.00
Each set $65.00

Accession Number 70934

Title: HOW TO MEASURE THE COST OF FOSTER FAMILY CARE

Author: Settles, Barbara H., Ph.D.; Culley, James D., Ph.D.; Van Name, Judith B.

Source: College of Home Economics and the College of Business and Economics of the University of Delaware, Newark, DE, 1976, 57pp.

Funding: Office of Child Development, Department of Health, Education, and Welfare

Abstract: A method for measuring the cost of foster family care in local areas is provided in this monograph. It is suggested that having a method for estimating the true cost of care for foster children can lead to more realistic foster care payment systems. It can also provide realistic data for prospective and current foster parents to objectively analyze the costs for caring for a foster child.

The calculation of direct and indirect costs of raising foster children are examined. Direct costs include the expenses the family incurs in raising a child such as food, clothing, housing, education, etc. It is suggested that the 1970 U.S. Department of Agriculture data base on the cost of raising a child be used along with the consumer price index in computing the direct costs of raising a foster child. A worksheet provides a step-by-step sequence for computing this cost in a specific region of the country, in a rural or urban setting, or at a specific level of living.

The authors suggest reasons for the differences in the cost of raising biological versus foster children. Definitions of terms used in computing the direct costs are also provided.

The indirect cost of foster care is the cost of the time spent by family members on raising a child. Research has shown that indirect costs are the single most important price variable associated with raising children, and that it is estimated that two-thirds of the cost of raising a child are indirect costs. Worksheets are provided for the following three methods of determining indirect costs: household tasks, alternative child care, and opportunity cost. Researchers using the household tasks method measure time devoted to various household and child care tasks and then determine the cost of substituting specialized workers for those tasks. Incremental changes in time devoted to tasks when a child comes to live with a family can also be calculated.

The second method for determining the value of parental time involves estimating the cost of child care outside the home such as institutional care. This can be calculated by estimating the cost of twenty-four hour care or the cost of part-time child care during parts of the week when parents are working.

The opportunity cost method is described as providing an estimate of what the individual's time would be worth in paid employment as the value of household and child care work.

The report also describes the input of the measuring instruments and the uses to which the information generated can be directed.

The appendix includes discussion of foster parents' view of costs, public payments for foster family care, and foster parents' and social workers' attitudes on foster care issues.

Availability: Office of Human Development Services, Publication Distribution Unit
Dept. HEW, Room G311, Mary Switzer Building, Washington, D.C. 20201
Price: no charge

Accession Number 70940

Title: THE PARENT'S HANDBOOK, A GUIDE FOR PARENTS OF CHILDREN IN FOSTER CARE

Author: Mendell, Judy; Blumenthal, Karen

Source: New York Dept. of Social Services, New York, NY, January 1977, 14pp.

Funding: New York Community Trust and Joint Foundation Support, Inc.

Abstract: This handbook is designed to assist parents of children placed in or entering foster care in New York City. It serves as a guide for responding to questions and promoting an understanding of what the author describes can be a confusing and difficult time for both parents and child.

A recurring message conveyed by the handbook is that the biological parents are the most important persons in the life of the child. It explains that the involvement of the parents in the child's placement is strategic, because it demonstrates an interest in his or her welfare.

A description of foster care and how a child comes into it is provided. The child's needs and the available foster care settings (a foster home, a group home or residence, an institution) are described as the most important factors guiding placement decisions. Whenever possible and appropriate, parental interests related to the care provided for the child should be considered.

The handbook contains an outline of the rights and responsibilities of foster parents, as well as procedures for filing complaints. In the matter of problem solving, the document suggests beginning with the Agency Caseworker, utilizing the Parent's Rights Unit, Fair Hearings conducted by the New York State Department of Social Services and, finally, use of the Court. How to obtain a lawyer and procedures for court actions are also detailed.

Availability: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
Price: $1.97 paperback
$ .83 microfiche
Virginia residents must include
4% sales tax

Order #ED 149858

Accession Number 70944

Title: PRIMARY PREVENTION OF MENTAL DISORDERS WITH EMPHASIS ON PRENATAL AND PERINATAL PERIODS: ACTION GUIDELINES

Author: The National Association for Mental Health, Inc.

Source: The National Association for Mental Health, Inc., Arlington, VA (n.d.), 20 pp.

Funding: Same

Abstract: This set of guidelines developed by the National Association of Mental Health (NAMH) was designed to establish a program to provide mothers and newborn children with prenatal and perinatal care for the purpose of preventing mental disorders.

The document stresses the need for primary prevention regarding the delivery of a neurologically and physically healthy child, the development of parenting skills, and the modification of social services that may have a threatening effect on the mother. All of these activities are described as having a significant impact on the mental health of the child.

The Association has developed seven national objectives to accomplish their goal of providing medical care, psychological support, and responsive social systems to mothers and infants. They are: to recruit and train knowledgeable volunteers, to modify social systems, to increase the support of interested agencies and professions, to increase community prenatal and perinatal care services, to increase consultation and educational services, and to expand research of mental disorders.

To accomplish these objectives NAMH has developed an action program with the following components: organizing for action; fact-finding of problems and resource availability; public and special group awareness; and social action. Specific program activities are suggested for each of these steps and methods for measuring their success are described.

It is recommended that a task force be established composed primarily of lay people from the community to study existing needs, suggest local objectives, formulate a plan of action, and coordinate prevention services. An analysis of problem solving is included to aid the task force members.

The document also includes an article entitled, "The First Word," the stated purpose of which is to provide readers with an overview of the NAMH Prevention Guidelines.

Availability: The National Association for Mental Health
1800 North Kent Street
Arlington, VA 22209
Price: $.50

Accession Number 70949

Title: SINCE YOU CARE: A PARENTING SKILLS TRAINING MANUAL. TRAINER'S MANUAL AND PARTICIPANT'S WORKBOOK

Authors: Pettersen, Kathi and Vermeier, Gary

Source: The Erie Council on Prevention of Alcoholism and Drug Abuse, Erie, PA, 1977, 291pp. and 191pp.

Funding: National Institute on Drug Abuse

Abstract: Reducing drug and alcohol abuse by improving communication between parents and children is the goal of this parenting skills program. The authors state that inherent in the program's conceptual framework is a focus of awareness and personal evaluation of one's existing attitudes and feelings. The underlying assumption is that given an awareness of the modes of communication and a set of skills the individual is capable of directing and controlling his or her own life and providing a model for the formation of children's thoughts, behaviors, and attitudes.

A life skills approach which helps participants confront the causes of drug abuse and other dysfunctional behaviors is stressed. This approach emphasizes the following learned attitudes: the development of a positive self-concept; responsible, positive action; constructive decision-making skills; and effective communication skills.

A trainer's manual and participant's workbook provide an introduction to various methods of effective communication. The conceptual framework of the program and general instructions for the use of the manual and workbook are provided for the facilitator. The manual is intended for those professionals responsible for conducting family-oriented communication programs for parents, although the sessions can be adapted to various groups. An example of the adaptability is the parent preservice program conducted at local colleges that employs the Since You Care material.

The material is structured for six two-hour sessions. Each chapter in the manual begins with a cover page which highlights the focus of that session. The following chapter guide includes descriptions of personal goals to be met, procedures, concepts, and techniques. A discussion of rationale, function, and procedure precedes each of the suggested activities.

The first session -- orientation and overview -- presents the underlying philosophy of the program and the rationale behind the experiential techniques used. The following topics are presented in the remaining sessions: exploring elements of communication, learning how feelings affect family relationships, practicing two-way communication, preventing conflict in the family, and practicing conflict resolution. Discussion groups, role play situations, and nonverbal communication card games are examples of the suggested activities.

The workbook includes all homework and session materials needed by participants. Narratives about the focus of each session and subgoals are also provided.

Availability: Resources for Prevention, 622 Baldwin Building, Erie, PA 16501
Price: $8.00 plus $1.00 postage and handling

Accession Number 80966

Title: AVERTING TRAGEDY IN EARLY CHILDHOOD PLACEMENT: STRENGTHENING OUR PRACTICE

Author: Katz, Linda; Gill, Margaret; Riley, Kathleen

Source: Lutheran Child and Family Services, River Forest, IL, 1974, 26pp.

Funding: Same

Abstract: This publication emphasizes the need for careful planning for children between the ages of six months and three years who are being placed in foster or adoptive homes. Pre-placement planning involving the child, the foster or adoptive and biological parents and the worker is stressed as necessary to insure a healthy emotional adjustment. Through the use of casework examples, practical guidelines are provided to social workers involved in such placements.

The recommended approach is deliberately basic with an emphasis on understanding the importance of the separation process. The author discusses early attachments, such as the first relationship between mother and child as it relates to the formulation of the child's emotional life, and the impact of subsequent separations, including an exploration of the child's reactions to it.

The booklet includes a planning process that begins with working with the adoptive or foster family from the point of the intake phone call. This is to be followed by the home study process which presents an educational counseling opportunity. Preparation for the placement involves visits cooperatively arranged through the social workers. The initial (biological or foster) family should participate with the child in making this transition by providing time and sensitivity to the child's feelings. The social worker continues to see the child following placement in order to facilitate communication and provide necessary emotional support.

The effect of early childhood placement on workers is also discussed. Separation is a highly emotional situation which is described as not only affecting clients, but workers as well. Close working relationships with peers are suggested as a means to provide an avenue for venting the emotional stresses and reactions to being a part of a separation experience and in order to prevent these feelings from becoming obstructive.

Availability: Lutheran Child and Family Services
7620 Madison Street
River Forest, IL 60305
Price: $.50

Accession Number 80967

Title: THE ADOPTION DILEMMA: A HANDBOOK FOR ADOPTIVE PARENTS

Author: Scheppler, V.

Source: Arvin Publications, 1975, 49pp.

Funding:

Abstract: The term "adoption dilemma" is defined in this handbook as a recurring problem to be dealt with by both the prospective adoptive parents and the child being placed into an adoptive home. The dilemma, as described, is that the child has two sets of parents, a reality which must be confronted by both the child and the adoptive parents in respect to influencing attitudes and proper adjustments. This handbook is designed to provide assistance to adoptive parents in overcoming this dilemma.

According to the handbook, preparation for adopting a child involves the gathering of information about the child's age and development. Without an understanding and empathetic attitude of the child's background, the prospective adoptive parents may encounter difficulty in assisting the child to appreciate and accept his own past. The handbook contends that only when each child is able to understand the reasons for his placement will he be able to confront the question of why he was made available for adoption. Handling this important question involves forethought, including a clear understanding of the need for the child to have this information, and a mature understanding by the adoptive parents of how this knowledge affects the child. Attitudes toward persons who surrender or lose their children because of their own problems must be looked at empathetically as well.

The author of this handbook, a social worker and an adoptive parent, suggests that the period of time used for the homestudy serves as an appropriate time for the careful and thorough examinination of feelings regarding the adoption "dilemma."

Primary emphasis is placed on this significant problem as well as on the importance of home preparation prior to placement. An outline of what can be accomplished during home visits to enhance proper adjustments to the adoptive home is provided. The various anticipated stages of adjustment are also discussed. The unique aspects of trans-racial adoptions are presented, as are adoptions by single parents.

Availability: Arvin Publications
19 Wendover Road
Rochester, NY 14610
Price: single copies, $1.50 plus $.35 postage and handling.
10 or more copies, $1.25 each plus $1.00 postage and handling.
New York residents please add additional tax.

Accession Number 80979

Title: THE DIAGNOSTIC PROCESS AND TREATMENT PROGRAMS FOR CHILD ABUSE AND NEGLECT

Author: Helfer, Ray E., M.D.

Source: DHEW Administration for Children, Youth and Families, Children's Bureau, n.d., 44pp.

Funding: Same

Abstract: This manual is included in a series of related volumes published by the DHEW, Children's Bureau, dealing with child abuse and neglect. Its specific purpose is to provide physicians and nurses with the necessary background to understand the basic process used in developing a diagnosis of child abuse or neglect, and the concept of treatment programs for such children and their families.

The program presented for the successful assessment and treatment of a difficult case of child abuse or neglect is the use of a multidisciplinary group. The group involves persons with specific roles, sometimes overlapping, and each interdependent on the other. The concentrated effort of a number of individuals who mutually trust each other and share a common goal, i.e., a physically and emotionally healthier family, is a strategic factor in the process.

The paper describes the approach from the diagnosis through treatment. It is initiated when a child is first brought for treatment to an emergency room or doctor's office. The diagnostic procedure used should be similar to that of any medical problem. As with any medical condition, early diagnosis is found to be most effective. The physician's responsibility is immediately to report suspected cases of child abuse or neglect to the protective service worker.

The document recommends hospitalizing the child to assist in the development of a diagnosis, protect the child, and initiate the proper treatment program. A "child protection team" is called in during this phase of treatment planning. The team consists of a protective service worker, the hospital social worker, the pediatrician or family physician, public health nurse, psychologist or psychiatrist, lawyer, law enforcement officer, plus a salaried team coordinator. The group meets regularly to discuss case referrals, responds to consultations from physicians and relevant others, gathers necessary data to make the diagnosis, supports the family throughout the process, collates data at case conferences, and recommends a treatment plan and necessary follow-up.

Detailed information and diagrams explain the conduct of the diagnosis; how abusive and neglecting patterns can be recognized; special problems, such as "failure to thrive;" the importance of conducting the case conference within three to four days after case recognition; and instructions for the completion of the "home-safe" check list.

Availability: National Center on Child Abuse and Neglect
The Children's Bureau
P.O Box 1182
Washington, D.C. 20013
Price: No Charge

Accession Number 80995

Title: A SELF INSTRUCTION BOOKLET FOR ASSESSMENT OF CHILD ABUSE POTENTIAL

Authors: Daughtry, Carolyn; Tapp, Jack; Wegenast, David; Wijnberg, Marion

Source: Department of Human Development, Family and Community Relations,
State University College at Buffalo, Buffalo, NY, 1976, 279pp.

Funding: Social and Rehabilitation Services Child Welfare Training Grant,
Department of Health, Education, and Welfare

Abstract: This workbook was designed to help child protection workers develop skills in assessing the potential of abuse to children. It was written to clarify clinical and theoretical concepts pertaining to conditions under which abuse is likely to occur and relates these concepts to behavioral indicators. The manual provides methods for identifying children who appear most vulnerable to severe abuse, identifying clients for whom intervention might be most productive, and determining the typesof service needed.

An overview of the social-psychological theory on the causes of child abuse is presented, and the factors which interact to determine the climate for childrearing are discussed. A pretest asks the worker to make observations from a case study as a way of determining his/her initial understanding of the psycho-social factors in child abuse. Likert-type assessment scales for the attributes which contribute to the potential for abuse are used as training instruments.

The following seven assessment concepts are discussed: mothering imprint, wall of isolation, spouse support, self-esteem, role reversal, crisis, and perception of child. For each of these areas objectives of assessment are presented, the concept is discussed as it relates to the average patient, and short exercises with answers provided are given to check the worker's comprehension of the concept. A discussion follows of how the assessment concept is expressed behaviorally in an abusing family. Suggestions are provided for making an assessment in the area including how to probe for data and what questions to ask in an interview. Each area also includes exercises involving the application of concept to case examples.

The workbook concludes with a post-test in the form of another case study which the student uses to identify behavioral indicators and make assessment ratings.

Three audio-video training tapes are also available for use in connection with the booklet, which provide opportunities to practice assessment skills utilizing verbal as well as non-verbal behavior indicators which occur during an assessment interview.

Although the workbook was designed primarily for self-instruction, the authors suggest that it can be used by supervisors with special emphasis on case management or as a part of staff development for child welfare workers.

Availability: David Wegenast, Assistant Professor
Community Social Services Program - Chase Hall 206
1300 Elmwood Avenue
Buffalo, New York 14222
Price: $10.00. Audio-video tapes (3 available) $50.00 per tape.
Specify "½" reel to reel" or "3/4" cassette."

Accession Number 81000

Title: PAR LEADERSHIP TRAINING FOUNDATION

Author: Parents As Resources (PAR)

Source: Parents As Resources, Northfield, IL

Funding:

Abstract: The PAR (Parents As Resources) training package consists of a slide presentation, a six-part film series, a set of learning activities books, and a workshop procedures manual.

The philosophy behind the training workshops conducted by PAR is that parent involvement is of utmost importance in a child's emotional, intellectual, and social development, and that parents should be encouraged to maximize their role. The leadership training workshops are designed to be used with professionals who work with parents or directly with the parents themselves. They are presented on-site or at central locations and have also been used in home visiting programs and in neighborhood health clinics.

The following components of the training package demonstrate ways in which parents can use common household materials and chores in creative activities with their children. Each component can be used separately or as part of the workshop.

"Getting Parents Into the Act" is a slide and radio presentation which gives an overall view of PAR's philosophy and workshop program.

"Look At Me" is a series of six twenty-eight minute films which can be aired on television stations or used as a training film for groups. The films depict real families participating in activities that are appropriate for various lifestyles. Each film is accompanied by an activity book and a teacher's guide.

"Recipes for Fun" is a series of four books containing illustrated step-by-step instructions for making crafts and engaging in other family learning activities.

The workshop procedures manual was designed to accompany "Recipes for Fun" when the books are used in a workshop format. It describes methods to use in leading a workshop and suggests an order for the activities.

Availability: PAR
464 Central
Northfield, IL 60093
Price: Recipes For Fun - $2.50@ plus postage
(Quantity discount available)

Look At Me - $200.00@; rent $15.00@

Workshop manual - $2.50@ (Quantity discount available)

Getting Parents Into The Act - rental only, $12.00

Accession Number 81008

Title: WORKING WITH ABUSIVE PARENTS FROM A PSYCHIATRIC POINT OF VIEW

Author: Steele, Brandt F., M.D., University of Colorado Medical Center

Source: National Center on Child Abuse and Neglect, Office of Human Development, DHEW

Funding: Same

Abstract: This booklet is included in a series of documents published by the National Center on Child Abuse and Neglect. It describes the roles and responsibilities of professionals utilizing the community team approach in addressing cases of child abuse and neglect.

According to the author, working with abusive parents involves understanding the problem as an abnormal parenting behavior and a distorted and disordered pattern of child rearing. Psychiatric concepts of human development and psychiatric insights into human behavior are used as the main principles in providing a framework in which to approach, understand, and work toward alleviating the problems of child abuse and neglect.

The author contends that prior to working effectively with abusive parents, it is necessary to be aware of one's own attitudes toward the problem of abuse. In many cases the abusive parent is a person who in early life was a neglected or abused child. Abusive behavior is seen as related to a life-long pattern deeply embedded in the parent's character structure, which means that treatment, or alteration of this parental behavior, must be viewed as a difficult and long-term concern.

The booklet states that the combination of lack of sufficient love and caring in early childhood, accompanied by premature demands for performance and excessive criticism and physical punishment for failure result in the syndrome of child abuse. The effects of these early experiences must be recognized and modified when working with abusive parents.

The author discusses goals of treatment in terms of reopening the channels of growth and development for the parent as a means of re-education, learning new ways of looking at himself, the character of the world around him, and his relationship with that world. Various treatment modalities are suggested as available and effective for accomplishing the goals.

A strong emphasis underlying the paper's theory of child abuse is the maintenance of respect for abusive parents as individuals. Time, attention, tolerance, and recognition of the work of an individual human being, along with intellectual insight, are presented as valuable ingredients for a worker to provide.

Availability: National Center on Child Abuse and Neglect
The Children's Bureau
P.O. Box 1182
Washington, DC 20013
Price: no charge (single copies only available)

Accession Number 81009

Title: ADOPTING THE OLDER CHILD

Author: Jewett, Claudia L.

Source: Harvard Common Press, Harvard, MA, 1978, 308pp.

Funding:

Abstract: This book, written by an adoptive parent, presents information dealing with adopting an older child.

The author uses individual cases to explain the adoption process in relation to an older child. The first step is making the decision to adopt, and the questions that potential adoptive parents should ask themselves are examined. The home study process is described and the characteristics that placement workers look for in applicants are given. Possible problem areas are also discussed.

The author states that pre-adoption preliminaries, such as gaining a knowledge of child development and learning to talk to children are essential to an effective process. The children to be placed should also undergo preparation for adoption, and it is recommended that the foster parents be involved in it. The first visit between the child and the adoptive parent(s) is described. It is suggested that the social worker begin keeping a "life book" for the child to help him/her retain a personal history.

The process of matching families and children is presented from the point of view of the social worker. Such factors as the type of child a family wants, the social worker's needs and biases, how the child structures reality, and the type of family a child wants and needs are discussed.

The placement process itself and the problems that arise are described in terms of several example cases. The "honeymoon" period, negativism, tattling, parents' right to make rules, changes in the family balance, temper tantrums, and school problems are some of the areas covered.

A Directory of State Agencies listing licensed adoption agencies is included.

Availability: The Harvard Common Press
The Common
Harvard, MA 01451
Price: $11.95

Accession Number 81026

Title: THE CHILDREN OF THE STATE, VOLUMES I AND II

Author: Temporary State Commission on Child Welfare

Source: Temporary State Commission on Child Welfare, New York, 1975, 234 pp.

Funding: Same

Abstract: These documents are the annual reports of the New York Temporary State Commission on Child Welfare. They present the findings of the Commission, the purpose of which was to examine, evaluate and make recommendations concerning the scope, quality, cost and effectiveness of services provided for children in accordance with existing legislation, judicial decisions and administrative policies, and to review the impact of recent legislation and court decisions on the child care field.

The first report, written in May 1975, presents the structure of the Commission, a history of child welfare in the State of New York, a statement of the problem, and a discussion of preventive services. Legislative recommendations are made regarding judicial review of foster care status, judicial determination of foster care placement, termination of parental rights, adoption subsidy, and the use of a statewide adoption exchange. An overview of the New York jurisdiction of Persons in Need of Supervision and the juvenile justice system is also included.

The October 1976 report includes an account of the progress that the Commission has made toward resolving the problems raised in the previous report. It is stated that the central finding of the Commission was that the various child welfare elements in the state lacked coordination and accountability, and recommendations are made for promoting an inter-agency child welfare system. Issues that are addressed include the rights of fathers of children born out of wedlock, preventive services, adoption subsidy, adoption services and legal services, and sealed adoption records. Appendices contain reports of significant legislative sessions and legislation referred to in the report.

Availability: Temporary State Commission on Child Welfare
Empire State Plaza, Agency Building #1, 11th Floor
Albany, NY 12223
Price: no charge

Accession Number 81033

Title: HANDBOOK FOR A CASE MANAGEMENT SYSTEM IN A RESIDENTIAL TREATMENT SETTING

Author: Hackshaw, Eugenia and Hackshaw, James O.

Source: Urban Child and Youth Development Center, Graham Home for Children, New York, NY, 1977, 187 pp.

Funding: Same

Abstract: This document presents a case management system developed for use in residential settings which is based on Erik Erickson's theories of personality development. Five developmental behavior stages of childhood are described: trust, autonomy, initiative, industry, and identify. Each behavior stage is related to the child's progressive experiences and relationships with others.

A behavior assessment instrument is provided to measure the five areas. The scoring procedure includes a computer printout of growth development profiles. The report states that the instrument has also been designed for manual processing.

The instrument was developed and tested at the Graham Home for Children, which is located near New York City. The service population and staff composition is described in the handbook.

A management information system is described, and charts are provided for developing the data base by identifying information needs, information sources, and information uses. Examples of information collection forms to be used for manual tabulation are provided. A design for differential programming is also presented in the handbook.

The role of cottage personnel in residential treatment is discussed in relation to using daily life experiences for ego-building work with children. The implementation of this objective is achieved through in-service training of child-care staff.

Included in the appendix is the project design for the cottage program, consisting of objectives, group development, staff responsibilities, and a training program.

Availability: Mr. Stafford
Graham Windham Services
1 South Broadway
Hastings-on-Hudson, NY 10706
Price: $5.50, Pstg. and Handlng.: $1.90

Accession Number 81035

Title: EDUCATION FOR PARENTHOOD - A PROGRAM, CURRICULUM, AND EVALUATION GUIDE

Author: Morris, Larry A., Ph.D., Editor

Source: Behavior Associates, Tucson, AZ, 1977, 179pp.

Funding: National Center for Child Advocacy, Children's Bureau, Administration for Children, Youth and Families, DHEW

Abstract: This guide is designed to assist schools and community-based organizations to develop parenthood programs and curricula for teenagers. The stated purpose of the guide is to provide general information about Education for Parenthood demonstration programs. Included are an overview of the evaluation of the programs, detailed information about materials and specific educational experiences available in reference to parenting concepts, and guidelines on how to develop and implement an Education for Parenthood program.

The three components of the Education for Parenthood Program are discussed. They are: the development of curricula for schools, program implementation in non-school settings, and the provision of technical assistance. The demonstration projects carried out in seven national voluntary organizations are described in regard to training approaches and practical experience given the youth involved. Materials developed and/or used by the organizations are presented.

Information on the evaluations of the programs is provided, including objectives and instruments. Pre-testing and post-testing was conducted to determine whether the participants' opinions on parenting and child care changed after attending the programs. Bar charts and accompanying comments illustrate the results of the evaluations. The participants' reactions to the training techniques, the ease or difficulty of the programs, and the programs' relevancies are also presented.

A materials matrix presents categorized parenting concepts under the three main headings of "Who Are You," "Children," and "Family and Environment." Training and educational materials used by the seven demonstration projects are referenced for the various subject areas.

The guide provides suggestions for agencies for the development of an Education for Parenthood Program. A workbook format is used to present the five steps involved: identifying a rationale, developing the program, organizing for impact, maximizing the results, and generating continuity.

Appendices include a sample interview form and a materials matrix worksheet.

Availability: Publications Office
U.S. Department of Health, Education, and Welfare
Office of Human Development Services
Administration for Children, Youth and Families
330 C Street, SW, Room G311
Washington, DC 20201
Price: no charge

Accession Number 81036

Title: TRENDS IN CHILD PROTECTION LAWS - 1977

Author: Education Commission of the States

Source: Education Commission of the States, Denver, Co.,
March 1978, 27 pp.

Funding: National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development, Office for Human Development, Department of Health, Education and Welfare

Abstract: This booklet presents an updated version of a January 1977 report of the Education Commission of the States entitled Trends in Child Abuse and Neglect Statutes. The original report was written to aid legislators, advocacy groups and other public policy makers in their efforts to deal with child abuse and neglect in the states. The update includes revisions involving activity within state legislatures through the session ending in late 1977. This document addresses trends in State legislation in the following subject areas:

1. Reportable conditions: abuse and neglect defined
2. Persons required to make reports
3. Penalties for failure to report
4. Public education
5. Central registry
6. Guardian ad litem
7. Child protection teams
8. Evidentiary questions
9. Termination of parental rights

A chart is included that presents the current distribution by state of the significant elements of the reporting and central registry statutes. A list of current citations for the state reporting and central registry statutes and a list of current citations for the state statutes on termination of parental rights are included in the appendix.

Availability: Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Co. 80295
Price: $2.50 (Prepaid)

Accession Number 81040

Title: THE TEACHING-FAMILY HANDBOOK

Author: Phillips, Elery; Phillips, Elaine; Fixsen, Dean; Wolf, Montrose

Source: Bureau of Child Research, University of Kansas, Lawrence, KS, 1972, 384pp.

Funding: National Institutes of Mental Health, Center for Studies of Crime and Delinquency; Youth Development and Delinquency Prevention Administration; National Institute of Child Health and Human Development

Abstract: This handbook was designed for use in a community-based family-style treatment program for adolescents with serious behavior problems.

The program is described as having a pair of professional teaching-parents living in a group home with six to eight adolescent youths. The handbook describes the training program for teaching-parents and includes a set of suggestions to help them develop their own programs. The duties and responsibilities of the teaching-parents are discussed, and the elements necessary for forming a positive relationship with a troubled youth are presented. These include affection, concern, activities as a family unit, flexibility, time spent with each youth each day, and participation in decision making.

An instructional technique called the teaching interaction, which occurs when a new skill is taught to a youth, is portrayed as being a critical feature of the teaching-family program. The ten components of this method are presented which are designed to strengthen appropriate behavior and reduce inappropriate behavior.

Also described is the self-government system, in which youth learn to develop rules and to live according to them. A transcript of a sample family conference is provided in which the youth and the teaching-parents discuss rules, violations, and consequences. The self-government system and a point system form the basis for motivation in the program. The point system, which is a token reinforcement procedure, is described in detail. The progression of weekly, daily, and hourly point systems, the item exchange system, samples of recording cards, and a list of point consequences for behaviors are provided.

Guidelines are given for teaching four basic social skills which are described as being the most important behavioral goals of the program. They are following instructions in a positive manner, responding appropriately to routine criticism, controlling social behavior under emotional stress, and solving problems constructively and effectively. Other social behaviors such as fighting, lying, cooperation, and pouting are discussed.

The handbook also describes school behavior and household maintenance tasks. A homeward bound program which is designed to help parents learn how to maintain the youths' appropriate behavior is presented.

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The handbook stresses that a formal program evaluation be made each year. Step-by-step procedures for conducting this evaluation are described as well as the procedure for summarizing the evaluation results. A sample evaluation report is provided which includes sample reporting forms to be used in evaluating the group home.

Appendices include the following: examples of group home rules, and operational details on such things as financing, facilities, and the role of the board of directors. Record keeping forms are also included, and a sample weekly teaching guide to be used by the teaching-parent is provided.

Availability: Bureau of Child Research
Achievement Place Research Project
111 Haworth
University of Kansas
Lawrence, KS 66045
Price: $5.00

Accession Number 81046

Title: CREATING A FOSTER PARENT-AGENCY HANDBOOK

Author: Stone, H.D. and Hunzeker, J.M.

Source: The Child Welfare League of America, Inc., New York, NY, 1974, 48pp.

Funding: Same

This document was developed by the Child Welfare League of America for agencies and foster parents to use in preparing their own handbooks and in establishing roles and expectations for all involved.

According to this document, a handbook of this type should provide policies used in administering the foster family care program, outline the responsibilities of foster parents, and offer suggestions for solving foster care problems. It is suggested that a committee of administrative personnel, foster care social workers, and foster parents be organized to select the material to be included in the handbook.

The following subject areas are offered for consideration in developing the handbook: Foster Parents, Foster Children, Natural Family, Agency and Community Resources, and Other Resources. Subheadings for each area are described in detail. Examples of these are: licensing, appeal system, educational opportunities, placements, special needs of foster children, discipline, legal rights of natural parents, family name, and agency services and legal responsibilities.

Appendices include an outline of a foster home evaluation form, a foster parent-agency agreement form, agency service evaluation forms, and a program guide for foster parent neighborhood groups. A Child's Handbook is also described, which is designed to give children a feeling of having a biological background and should be maintained by the child and the foster family. A family tree, health history, vaccination schedule, and child development information are suggested components.

Availability: Publications Department
Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003
Price: $3.50

Accession Number 81057

Title: CHILD ABUSE AND THE LAW

Author: Perennial Education, Inc.

Source: Perennial Education, Inc., Highland Park, IL, n.d., 27 min.

Funding:

Abstract: Providing information to educators on the abuse and neglect of the older child and what teachers can do to help them is the focus of this training film. Although primarily designed for teaching staff, the developers point out that the film's potential for increasing awareness about child abuse and neglect makes it a useful resource for parent-teacher associations and other community groups as well as for students in education and social work.

In the film's opening scene, an attorney outlines the educators' responsibilities for reporting suspected cases of child abuse and neglect. Included in this discussion are topics such as consequences of unfounded reports and immunity from lawsuits. Definitions of physical, emotional, and sexual abuse and neglect are presented by a physician. Common injuries that signal abuse and other indicators of abuse and neglect, such as extreme withdrawal, hostility, and the use of inappropriate attire to cover up physical injuries are discussed.

The film includes vignettes which illustrate teacher involvement in cases of abuse and neglect. Some of the anxieties and fears that teachers may experience in reporting suspected cases of abuse or neglect are presented.

The film concludes with an example of the cycle of maltreatment. A young mother, who was abused as a child, talks about her reactions to her infant daughter.

Availability: Ms. Stephanie Cutt
Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
Price: $325 purchase; $32.50 rental

Accession Number 81062

Title: GLOSSARY ON CUSTODY AND RELATED LEGAL TERMS

Author: Lewis, Ken, Ph.D.

Source: Single-Fathers Research Project, 1978, 35pp.

Funding: Same

Abstract: This paperback book presents an alphabetical listing of 84 legal terms and definitions related to custody proceedings.

According to the author, social workers and other child-related professionals are experiencing an increased role in court due to an increase in contested custody litigation. The handbook was developed as a resource to assist such professionals in dealing with the legal language related to custody proceedings, child neglect or abuse, or paternity suits. The author states that gaining a familiarity with legal terms should lead to a more effective performance in the courtroom.

Also included in the pocket-sized book is a list of resource books, a brief discussion of procedures for giving testimony, and a list of the states which have adopted the Uniform Child Custody Jurisdiction Act.

Availability: Dr. Ken Lewis
Single-Fathers Research Project
2901 Jefferson Drive
Greenville, NC 27834
Price: $4.00 plus $1.00 postage and handling.
Quantity discount by request

Accession Number 81064

Title: ADOLESCENT SUICIDE: A MATTER OF LIFE AND DEATH

Producer: Capaleces, Ron

Source: Forum, Ltd., Falls Church, VA, 1978, 39min.

Funding: Same

Abstract: This 16mm. film consists of a series of vignettes of suicidal adolescents interspersed with comments by a narrator.

The conflicts and crises of adolescents are illustrated through dramatizations. Examples of these problems are teenage pregnancy, arguing parents, death of a loved one, romantic breakup, suspension from school, and juvenile delinquency. In the film adolescents portray feelings of anger, despair, and loneliness in reacting to these crises.

The narrator presents recent statistics on adolescent suicide, stating that it is the third cause of death among fifteen to twenty-four year olds. The symptoms of suicidal behavior, myths, and preventive measures are discussed. The film also explores the impact of a suicide by an adolescent on family and friends. The role of crisis centers and hotlines is also discussed.

Availability: Forum, Ltd.
6512 Jay Miller Drive
Falls Church, VA 22041
Price: $450.00

Accession Number 81066

Title: FAMILY ADVOCACY: A MANUAL FOR ACTION

Author: Manser, Ellen, Ed.

Source: Family Service Association of America, New York, NY, 1973, 224pp.

Funding: Same

Abstract: This manual, developed by the Family Service Association of America, presents both a rationale and practical guidelines for establishing family advocacy programs in local agencies.

Improving existing public and voluntary services as well as developing new or changed forms of social services are suggested by the author as the main goals of family advocacy. The interrelationships and distinctions among family advocacy, casework, family life education, and public issues activity are explored in the manual.

The guidelines proposed by the author relate to both internal and external advocacy functions. Internal advocacy is described as involving an agency's examination of its own policies and procedures and the development of an organizational structure to implement the advocacy program. Defining issues and developing objectives and priorities are components of external advocacy. The manual provides examples to illustrate how issues may be identified through examination of the agency's caseload or from problems occurring in the community at large. Steps for beginning an advocacy program are presented, and suggestions are given for evaluating and reporting on its activities.

Included in the manual are reports from family service agencies throughout the county describing the structures of their family advocacy programs and presenting case examples of advocacy activities. Selected readings related to advocacy and social action include topics such as influencing institutional change and the social worker as an agent of policy change.

Availability: Publications Department
Family Service Association of America
44 E. 23rd Street
New York, NY 10010
Price: $6.00

Accession Number 81067

Title: THE RUTLAND CENTER MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

Author: Wood, Mary M., Ed.

Source: University of Georgia, Athens, GA, 1972, 332 pp.

Funding: Georgia Department of Human Resources; Georgia Department of Education; U.S. Office of Education: Bureau of Education for the Handicapped; University of Georgia; Community Organizations

Abstract: The Rutland Center, a community-based facility in Athens, Georgia, employs mental health and special education personnel to provide psychoeducational services to emotionally disturbed or behaviorally disordered children. This document reports on the two-year demonstration project at the Center that became the prototype for a statewide network to reduce emotional and behavioral problems of young children.

The treatment method used at Rutland Center is described as a group approach which does not isolate the child from the mainstream of normal experience, uses normal changes in development to guide the therapeutic process, and has an evaluation system as a part of the therapeutic process.

The report describes the three basic components of the program, which are to provide psychoeducational services based on developmental theory, technical assistance in the development of new centers throughout the State, and training in developmental theory for professional, paraprofessional, and volunteer personnel.

Staff organization and duties for the Center and for three field outposts are described as well as the support provided by community and parental organizations. An integral component of the Center is the evaluation system, which is described for each area of effort: service-to-children, service-to-parents, technical assistance, and administration.

Included in the report is a discussion of the referral and intake procedures for the Center. Suggestions for conducting a parent planning conference involving the child's parents, the intake social worker, and the treatment team monitor are presented.

Developmental therapy stages and goals are presented for the four curriculum areas of behavior, communication, socialization, and academic skills. Program procedures, such as the treatment team approach, and the responsibilities of various personnel are included in the report.

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Objectives are stated for strengthening relationships between the child's regular schoolteachers and the Center team by means of a follow-through program. Suggestions are provided for school liaison work, including a school follow-through conference. Parent programs and services include conferences, an auxiliary association, a home program, and a training program. The implementation of these programs and evaluation procedures are described.

The report includes a description of the design and services of the statewide psychoeducational center network.

The appendix contains questionnaires, reporting forms, evaluation forms, intake and referral forms, educational assessment guidelines, curriculum objectives, etc., which are used at the Center.

Availability: National Technical Assistance Office
698 North Pope Street
Athens, Georgia 30601
Price: $5.00

Accession Number 81068

Title: PROJECT CARE: CHILD ADVOCACY RESOURCES EXPANSION

Author: Texas Department of Human Resources

Source: Texas Department of Human Resources, Office of Planning and Management Systems, Austin, TX, 1977, 130pp.

Funding: Under grant #90-C-576 Office of Child Development, Department of Health, Education, and Welfare

Abstract: Project CARE (Child Advocacy Resources Expansion) is designed to assist troubled military families and their children through the combined efforts of the staffs of the Texas State Department of Social Services, multiple military installations, community agencies, and the project itself. This annual report describes the project's second year of operation in a three-year demonstration grant period.

Demonstrating the effectiveness of community-Army-Air Force-Welfare Department planning in providing military families with a range of services for the prevention, diagnosis, and treatment of child abuse and neglect is a main goal of Project CARE. The report discusses the complexities of developing coordination mechanisms between the well-established military and public welfare bureaucracies, and it describes the service delivery systems which were developed in response to organizational constraints.

Although many similarities can be found in the programs developed for the Army and Air Force installations, differences are described which occur because of the hospital-based structure of the Air Force program as compared to the community-based Army program.

Prevention and educational services of the project focus on early identification of abuse and neglect, strengthening parenting skills, and providing crisis child care. Outlined in the report are various seminars and training courses that were conducted for professionals, parents, and adolescents.

The products of Project CARE will be a social policy study of military child advocacy in San Antonio, Texas and a research study on child abuse and neglect in the military. The report outlines the objectives of these studies and describes their current status.

Availability: Dr. Murray A. Newman
Texas Department of Human Resources
Research and Demonstration Branch
Office of Financial and Social Programs
John H. Regan Building
Austin, TX 78701
Price: no charge

Accession Number 81069

Title: MANUAL FOR INSTRUCTORS: SERVICE TO THE MENTALLY RETARDED YOUTHFUL OFFENDER

Author: University of Missouri, St. Louis, Missouri, Extension Division

Source: University of Missouri, St. Louis, Missouri, Extension Division
1973, 84 pp.

Funding: Social and Rehabilitation Service, Division of Developmental Disabilities

Abstract: This curriculum guide provides an orientation to the characteristics of retarded youthful offenders and methods of working with them. It was designed for use in a variety of settings and by different groups of participants such as policemen, probation officers, physicians, teachers, judges, parents, and social workers.

The guide is composed of twelve modules or instructional units which include:

- Introducing participants and content
- Identifying the retarded, appraising their assets and limitations, and dispelling myths about them
- Diagnosing and understanding the mentally retarded youthful offender
- Legal aspects in the handling of retarded delinquents
- Understanding the practitioner's role
- Communicating with the client
- Understanding and communicating with parents
- Apprehending the client, evaluating the case, and planning treatment
- Specific treatment approaches, including general behavior therapy and behavior modification
- Special interests or problems.

Each module is structured with the rationale for the unit, a list of competencies to be developed, a detailed outline of instruction, evaluation procedures, and a list of instructional resources and handouts.

The manual contains a discussion of teaching techniques such as group discussions, the use of audio-visual resources, role playing, mock interviews, and field experiences. An actual case study is included in one of the modules to stimulate discussion.

Questionnaires for the instructor and the participants are included to be used for a course evaluation.

Availability: University of Missouri, St. Louis
Extension Division
8001 Natural Bridge Road
St. Louis, Missouri 63121
Price: $12.00, Paperback $7.50

Accession Number 81075

Title: GROUP HOME EVALUATION SYSTEM DEVELOPMENT PROJECT: PHASE I REPORT

Author: International Training, Research and Evaluation Council Research Team

Source: Juvenile Services Administration, State of Maryland, Fairfax, VA, 1977, 308pp.

Funding: Maryland's Governor's Commission on Law Enforcement and Administration of Justice to the Juvenile Services Administration; Law Enforcement Assistance Administration

Abstract: As the first phase in the development of an ongoing evaluation system, the Juvenile Services Administration of the State of Maryland contracted for an evaluation of 23 group homes. This document summarizes the phase one activities and findings. It states that knowledge gained from the study will serve in the development of a monitoring and evaluation component to be incorporated into the daily operations of the Juvenile Services Administration.

The intent of the group home study was to identify measurable program objectives and operational aspects which are important in achieving those objectives. A sample of 23 community-based group homes geographically dispersed throughout Maryland were selected for study. A survey instrument designed for administrators provided information on program objectives. Six additional instruments were used to generate data on group home characteristics and program operations, residents' psychological and behavioral outcomes, and staff problems.

Results of the study are presented in the report as well as a discussion of the implications of the findings on the use or modification of current program practices.

Also described in the report is a community survey of neighborhoods surrounding various group homes. Results from this study indicate that the majority of community residents surveyed were in favor of the group home concept as a tool for combating juvenile delinquency, and felt that residents should be informed of intentions to establish group homes. A small portion of the respondents attributed concerns about crime, noise, and disorderly conduct to the presence of a group home.

Availability: Ruth Schleiman
Juvenile Services Administration
201 W. Preston Street
Baltimore, MD 21201
Price: no charge

Accession Number 81078

Title: THE CASE MANAGEMENT MODEL

Author: Regional Institute of Social Welfare Research, Inc.

Source: Regional Institute of Social Welfare Research, Inc., Athens, GA, 1977, 117pp.

Funding: Same

Abstract: A detailed descriptive analysis of the case management process and a training guide are presented in these three volumes.

The first volume defines case management and outlines seven steps required in the case management process. The section on issues and implications suggests that although numerous agencies and staff perform case management functions, the process may often be fragmented and unsystematic.

The requirements for implementing a case management model are discussed in depth in the second volume. These include the evaluation of the service request or need, eligibility determination, planning arrangement, service provision, overseeing the established cases, and recording data. In addition to defining and describing the activities involved in each of these steps, the author also discusses their importance from the perspective of the client and the system.

A curriculum guide for trainers is presented in volume three. Sections of the guide are keyed to the seven basic steps in the case management process and include outlines, points for emphasis, references and training suggestions. A case management flowchart, selected publications and a guide to videotapes are provided in the appendix.

Availability: David Boserup
Regional Institute of Social Welfare, Inc.
Heritage Building
P.O. Box 152
Athens, GA 30603
Price: $5.00 for all three volumes; order of 50-100 copies, 15% off; order of 100+, 20% off.

Accession Number 81079

Title: FOSTER PARENT TRAINING PROJECT: PARENT'S MANUAL and TRAINER'S MANUAL

Author: Pennsylvania State University and Child Care Systems, Inc.

Source: Child Care Systems, Inc., Harrisburg, PA, 1975, 208 pp. and 250 pp.

Funding: Pennsylvania Department of Public Welfare

Abstract: A trainer's manual and parent's manual comprise the Foster Parent Training Project packet. The goal of the ten-week course is to train parents in specific parenting skills which will improve family relationships and promote the well-being of the child. It is directed toward parents of foster children between the ages of five and twelve, but it can be adapted to other age groups.

The skills include how to set realistic expectations, how to listen to a child and respond reflectively to him or her, how to communicate displeasure with a child's behavior without criticizing or condemning the child, how to plan ahead to prevent problems, how to reinforce good behavior, and how to set limits. Sessions are also held to discuss the special concerns of foster children and foster parents.

The parent's manual contains readings, examples of situations which may occur, and homework assignments which illustrate the skills taught. An appendix presents special considerations for using parenting skills with teenagers.

The trainer's manual has two sections. The first discusses basic leadership skills for the trainer to use such as role playing, leading discussion groups, structuring the class, and providing reinforcement. The manual also provides suggestions on handling individual agency policies. The second section presents lesson plan outlines for each component in the parent's manual. Trainers attend a five-day workshop prior to teaching the course.

Appendices provide the steps in organizing the training program, a social maturity scale, and the script of a film on parenting skills.

Availability: Foster Care System Training Project
22 S. 3rd Street
Room 406 Keystone Bldg.
Harrisburg, PA 17101
Price: $6.00 @

Accession Number 81080

Title: MIGRANT CHILD WELFARE: FINAL REPORT

Author: Cavenaugh, David N.; Lynch, Linda J.; Porteous, Sandra M.; Gordon, Henry A.

Source: InterAmerica Research Associates, Washington, D.C., June 1977, 409pp.

Funding: Under Contract No. HEW-105-76-1140 for the National Center for Child Advocacy, Children's Bureau, Office of Child Development, Department of Health, Education, and Welfare

Abstract: Service needs, current service delivery patterns and barriers that impede service delivery are examined in this final report of a study of migrant child welfare completed in June 1977. As a result of the information obtained through the study, recommendations were directed to federal, state and local levels of government to improve their current mtehods of assisting migrant families.

The regions selected for the study were based on the three major areas of migrant activity in the country. A sample of home-based and user states was selected which reflected both small and large migrant populations and long established and more recent migrant activity. Information was obtained through mail and personal interviews with state and local officials and service providers, interviews with migrant families, and questionnaires sent to training institutions.

Four types of services were examined in the study, including public social services, child care, educational services and health services. Administrative and programmatic characteristics and problems are described; funding sources, current funding levels, number of persons eligible, and number of persons receiving services are examined. A series of policy, administrative, and programmatic recommendations are presented pertaining to each of the four types of services.

Administrative and programmatic barriers to the provision of social services were found to be substantial. A low use rate of social services and a high reliance on resources within the family unit are common.

Conclusions taken from the findings indicate that current federal programs could meet the goal of providing day care for migrant children if additional funds were appropriated. The report particularly emphasizes the need for increased funding for infant care. More coordination between federal education and child care programs is also suggested.

Despite efforts to improve the health care of migrants, the study concludes that the health needs of migrant children are not being met. Lack of funds, physicians and bilingual health professionals, as well as health hazards in the living and working environments were cited as major problems.

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An analysis of local service provision for counties with the largest migrant population in each of the twelve states surveyed is presented in the report. These site summaries include an assessment of needed child welfare services and the number of children receiving these services in addition to an in-depth reveiw of the current status of migrant child welfare.

Also discussed in the report are selected issues such as the training of farmworkers and advocacy.

Availability:

National Center for Child Advocacy
Children's Bureau
Administration for Children, Youth and Families
P.O. Box 1182
Washington, DC 20013
Price: no charge

Accession Number 81081

Title: INTEGRATING HUMAN SERVICES: AN EVALUATION OF THE JACKSON COUNTY INTEGRATED HUMAN SERVICES DELIVERY PROJECT

Author: Amadio, John, ed.

Source: Jackson County Health Department, Murphysboro, IL, September 1, 1976, 32pp.

Funding: Illinois Regional Medical Program

Abstract: An effort to integrate health and human services at the local level in southern Illinois is described in this report. The background and operations of the project are presented, and recommendations for future efforts are included.

The report discusses the findings of the multidisciplinary Task Force on People's Services of Southern Illinois which showed that health and human services were being delivered in a fragmented manner and were offered in a confusing and inefficient way to those in need. In response to these findings, the Task Force designed a totally integrated health and social service delivery system which called for unified intake systems, eligibility criteria, and case management forms. The methods for implementing the system described in the report include the use of generalist case managers and a common goal structure for planning, programming, budgeting, and evaluating the integrated system. Outlined in the report is a step-by-step illustration of how the system operates from the point of intake through the evaluation of service effectiveness. Also included is a discussion of training activities needed to improve the skills of the generalist case managers.

The report states that sixty-seven client contacts were completed by case managers during the first year of the project. Also noted are those accomplishments which supported service delivery such as development of uniform intake procedures and necessary forms, completion of a manual describing services of participating agencies, in-service training for case managers, and development of a specific client assessment and contracting process.

The report concludes that services integration appears to be a more effective approach for assisting multi-problem families. Although it is expected that this approach will be more cost-effective in the long run, the project gave evidence that in the initial stage the costs will exceed those of a non-integrated system.

An appendix includes a matrix of services, services forms, and procedures for assessment and contracting.

Availability: Jackson County Health Department
342A North Street
Murphysboro, IL 62966
Price: $3.00

Accession Number 81083

Title: CHILD ABUSE AND NEGLECT: THE FAMILY AND THE COMMUNITY

Author: Helfer, Ray E. and Kempe, C. Henry

Source: Ballinger Publishing Co., Cambridge, MA, 1976, 438 pp.

Funding:

Abstract: This book consists of a collection of articles written to help individuals working in the field of child abuse and neglect to implement effective and efficient programs. It presents theoretical and practical issues in the following six areas: Dysfunction in Family Interaction, Evaluating the Family, Family Oriented Therapy, The Community, The Family and the Law, and Prevention of Family Problems.

The book examines concepts of family pathology and issues concerning family assessment. The articles which address sexual abuse focus on contributing factors and humanistic intervention.

The section on family oriented therapy presents techniques and treatment modalities used in the United States, England, and Australia which include approaches such as residential family treatment and lay therapy (parent aide).

Practical guidelines are provided for developing comprehensive community-based child abuse and neglect programs. Organizational, administrative, and financial aspects are addressed as well as programmatic concerns. A chapter examining child abuse in military families is also included.

Issues concerning children's rights and the responsibilities and opportunities for family courts to help in combating the problems of child abuse and neglect are also explored. Articles also address the subjects of prediction and prevention, opportunities for early problem identification during the perinatal period, and ethical issues of predictive screening.

Availability: Order Department
Ballinger Publishing Co.
17 Dunster St.
Cambridge, MA 02138
Price: $7.95

Accession Number 81085

Title: THE PARENTS' RIGHTS UNIT AND EVALUATION STUDY

Author: Citizens' Committee for Children of New York, Inc.

Source: Citizens' Committee for Children of New York, Inc., New York, NY, October 1977, 23pp.

Funding: New York Foundation, Children's Bureau, Department of Health, Education, and Welfare

Abstract: An avenue for redress of grievances for natural parents whose children are in foster care is offered by the Parents' Rights Unit (PRU), a program of New York City's Department of Social Services. This report describes and evaluates the services provided.

The primary objective of the unit is to provide an ombudsman function to natural parents, guardians, and relatives with an impartial investigation, evaluation, and resolution of problems they are having with foster care agencies. Other stated objectives are to assist parents in maintaining ties with their children during placement, to identify and correct areas of agency practices which weaken family ties, and to promote permanent family relationships for the children. The procedure for handling grievance cases is discussed, and problems appropriate to the unit are listed.

The report describes the methodology of the evaluation study. Research instruments included a case catalogue and interviews with parents, agency directors, placement agency social workers, and PRU workers. The findings of the study are discussed, and the recommendations of the evaluators are offered in areas such as parental access to PRU; parental, agency, and PRU attitudes toward the case investigation; agency follow-through on resolutions; and PRU follow-up.

Fifty-one sample cases were chosen for the interview process. The attitudes of PRU staff, natural parents, and agency social workers toward the unit in dealing with these cases are discussed, and their comments and recommendations are presented. Each group was also asked to identify the unit's strengths and weaknesses. The summary indicates that all groups viewed the unit positively, and that a large majority of parents served stated they would use the unit again and would recommend it to others.

The report includes a statistical summary of the case catalogue and the results of a national survey of how other states have handled parental complaints relating to their children's placement.

Availability: Citizens' Committee for Children
105 E. 22nd Street
New York, NY 10010
Price: $4.00

Accession Number 81087

Title: THE ADOPTION TRIANGLE: THE EFFECTS OF THE SEALED RECORD ON ADOPTEES, BIRTH PARENTS, AND ADOPTIVE PARENTS

Author: Sorosky, Arthur D.; Baran, Annette; and Pannor, Reuben

Source: Anchor Press/Doubleday, Garden City, New York, 1978, 256 pp.

Funding:

Abstract: This book describes the traditional attitudes toward secrecy in adoption, examines recent efforts by adoptees to uncover their biological histories, and presents a study of birth parents, adoptive parents and adoptees in regard to opening sealed records.

Adoption practices are traced from primitive societies to the present. The growing controversy over maintaining the anonymity of birth parents and of keeping an adoptee's birth certificate sealed for his/her lifetime is presented along with the views of adoption agencies and organizations advocating the release of this information.

The authors describe a study they conducted of birth parents in the years after they had relinquished their children. The letters submitted by the parents and the resultant interviews indicated that 82 percent were interested in a reunion with their children if the adoptees desired it. Over half of them favored opening sealed records to adult adoptees. Excerpts from the letters sent by birth parents are included, which reveal that considerable intensity of feeling and involvement still exists 10-33 years after relinquishment. Adoptive parents' feelings about liberalizing sealed record laws are also presented.

Letters from adoptees reveal their feelings about their adoption in childhood, adolescence, and adulthood, and the little-researched problems of adult adoptees are discussed.

The actual experiences of adoptees who have made both successful and unsuccessful searches for their birth parents are presented. The primary research goal was to investigate the outcome of reunions between adoptees and birth parents. It was found that 90 percent of the adoptees were satisfied with the outcome of the reunions and 82 percent of the birth parents were positive and accepting.

Several contemporary adoption issues are also discussed, such as the placement of older children and children with special needs, transracial adoption, single-parent adoption, stepparent adoption, the "black market," and artificial insemination. Another concept described is open adoption, in which birth parents and adoptive parents meet, and the former retains the right to continuing contact with the child.

The authors conclude that current and past adoption policies should be reevaluated. They state that adult adoptees should have access to their birth records and that adoptive parents should be provided with continuing reports of the birth parents' welfare. They recommend that appropriate boards be established to intercede on behalf of adult adoptees and birth parents who wish a reunion.

A list of adoption activist groups is included in the appendix.

Availability: Doubleday & Co., 501 Franklin Avenue
Garden City, NY 11530 Price: $8.95

Accession Number 81089

Title: GETTING HUMAN SERVICES TO PEOPLE IN RURAL AMERICA

Author: Office of Rural Development

Source: Office of Rural Development, Office of Human Development, Department of Health, Education, and Welfare, June 1976, 141pp.

Funding: Same

Abstract: This document is a final report of a study conducted by the Office of Rural Development, Department of Health, Education, and Welfare (DHEW) on the delivery of human services to rural areas. Barriers to the delivery of human services were examined during the course of the study and recommendations were developed for implementation by DHEW.

The report describes the study design, which consisted of field visits to eleven rural projects receiving DHEW funds, analyses of evaluations of rural DHEW Services Integration Projects, and a review of selected studies on delivering human services to rural residents. The project site visits were conducted by DHEW staff who collected information on the history and descriptive characteristics of each project, intergovernmental and interagency relations, and project strengths and weaknesses.

The report presents several barriers which impede effective service delivery to rural populations. Among these are inadequate transportation, attitudes of federal staff, limited resources, lack of information about rural projects receiving DHEW funding, an urban orientation of many federal administrators, and the absence of clear legislative authority to enable DHEW to take stronger initiatives in analyzing and coordinating activities for rural development.

Two major recommendations are made based on the study findings. The first advocates the adoption of a long-range strategy for rural development, and the second concerns the need for a greater commitment of financial and manpower resources to rural areas.

The report also contains case studies for eight of the rural projects in which on-site visits were conducted. Appendices include the survey instruments used for data collection in the field survey.

Availability: National Technical Information Service
5285 Port Royal Road
Springfield, VA 22150
Price: $7.25

Order No.: SHR-000-1658

Accession Number 81090

Title: YOUTH SERVICES INFORMATION SYSTEM (YSIS)

Author: National Office for Social Responsibility

Source: National Office for Social Responsibility, Arlington, VA, 1978, 118pp.

Funding: Office of Juvenile Justice and Delinquency Prevention

Abstract: This document describes a model youth services information system designed for use by special emphasis deinstitutionalization and diversion demonstration projects funded by the Office of Juvenile Justice and Delinquency Prevention and by a wide range of other youth service programs.

The objectives of this system are to collect and maintain client-specific, problem-oriented, and management-related information; to track client movement; to provide standard procedures for recording problems and service plans and monitoring service delivery; to provide a system that can be used for evaluating service outcomes and effectiveness; and to permit an interface with a potential cost accounting system. The design of the system incorporates the concepts of case manager, problem list, case goal, and service plan.

For each problem that is identified, a list of services planned to resolve them is required. These services are directed toward the achievement of a specific goal within a stated time frame. Planning and coordinating services are the responsibilities of a case manager. A mechanism for enabling the case manager to monitor the delivery of services by different agencies is incorporated into the system design. Case management procedures are described in detail from the point of intake through case closing and follow-up. Forms related to these procedures and instructions for their completion are included.

The document also explains the procedures for manually maintaining data collected by the system and for generating tracking and management reports.

An appendix includes information on automating the system and a dictionary of all data elements in the system.

Availability: National Office for Social Responsibility
1901 N. Moore Street
Arlington, VA 22209
Price: no charge

Accession Number 81091

Title: WORKSHOP MODELS FOR FAMILY LIFE EDUCATION: PARENT-CHILD COMMUNICATION AND COUPLES COMMUNICATION AND NEGOTIATION SKILLS

Author: Riley, Donald P.; Apgar, Kathryn; Eaton, John and Garland, Diana R.

Source: Family Service Association of America, New York, NY, 1977, 154pp and 121pp.

Funding: Same

Abstract: These two books are part of a series of manuals developed for a family life education program. The program is comprised of parent discussion workshops designed to apply the process of group learning to improving the quality of family living.

The parent-child communications manual was designed to be used by parents of adolescents, but it can be adapted by parents of preschool and elementary school-age children.

Six sessions are described in this workshop manual, and an outline is provided for each session. Each session is presented with mini-lectures, handout materials, and home exercises. Objectives are given for each session, examples of which are developing skills in expressing feelings, learning problem solving techniques, and developing skills in listening. Role playing involving home problem situations is used in the later sessions. The problem solving method that is described involves defining the problem situation for the parent and the child, thinking and feeling about the problem, and choosing and evaluating a solution.

Role playing is also used in the manual on couples communication. The goals of this manual are to provide information on communicating more effectively in marriage and to help participants gain skill in understanding their communication patterns. Family situations involving children are also used in this workshop.

Availability: Publications Department
Family Service Association of America
44 East 23rd Street
New York, NY 10010
Price: PARENT-CHILD COMMUNICATION $8.95 plus $.50 postage and handling for the first copy, $.15 postage and handling each additional copy.
COUPLES COMMUNICATION $7.95 plus $.50 postage and handling for the first copy, $.15 postage and handling each additional copy
Quantity discount for both books: 3-9 single copies 20% discount
10-49 single or assorted copies 25% discount

Accession Number 81105

Title: EDUCATION/SOCIAL SERVICES COORDINATING COMMITTEE

Author: Richards, Don K.; Carr, Donna; Ward, William; Jensen, Carl

Source: Planning Task Force, Division of Family Services, Department of Social Services, Salt Lake City, Utah, n.d., 36pp.

Funding: Same

Abstract: This document reports on the planning activities of the State Education/Social Services Coordinating Committee of Utah. Described in the document are the results of the various planning phases from assessment of needs through developing strategies for determining effectiveness of program plans.

The statewide needs assessment was conducted by a Planning Task Force to identify problems in the coordination of educational and social services. Information was collected from education and social service personnel throughout the state, including school superintendents, counselors, family service directors, health and mental health staff, and pupil personnel directors. The report describes the process used for validating the needs and determining priorities.

As a result of the needs assessment, six basic objectives were formulated including the following:

- to develop local education/social service coordinating committees in each major region of the state;
- to design a referral mechanism to expedite referrals of students between schools and social service agencies;
- to design a process to facilitate re-entry of students into public schools after institutionalization;
- to facilitate cooperative arrangements between schools and social service providers in obtaining supportive services for the handicapped; and
- to facilitate the development of educational and supportive services at the local level for delinquent youth.

Activities and completion dates are specified for the accomplishment of each objective. Monitoring and evaluation strategies are briefly discussed.

Appendices include the planning model used by the Committee and highlights of results from the Statewide Needs Assessment.

Availability: William S. Ward, Ph.D., Assistant Director
Division of Family Services
Department of Social Services
150 W. North Temple, Suite 370
P.O. Box 2500
Salt Lake City, UT 84110
Price: no charge

Accession Number 81118

Title: WHY PUNISH THE CHILDREN? A STUDY OF CHILDREN OF WOMEN PRISONERS

Author: McGowan, Brenda G. and Blumenthal, Karen L.

Source: National Council on Crime and Delinquency, Hackensack, NJ, 1978, 124pp.

Funding: Edna McConnell Clark Foundation

Abstract: This is a report of a study which collected data on children who are separated from their mothers following the mother's arrest and the consequences suffered by the children. Recommendations are provided for instituting new laws and implementing new services for helping these families.

The report points out that the social welfare system has overlooked the problems encountered by women prisoners and their children. It states that 70 percent of female inmates are mothers, and that there are approximately 21,000 children whose mothers are incarcerated.

Data was collected through a mail survey of administrators and women prisoners, interviews with women offenders, visits to programs for these offenders, and interviews with children of current and former prisoners and professionals in the child welfare and criminal justice fields.

The book examines the special problems faced by female offenders and their children from arrest to release, demonstrating the risk of potential injury to the mother-child relationship. The step-by-step examination follows the offender through the pre-trial period, detention, trial and sentencing, incarceration, discharge, and the post-release period. It was found that correctional officials relied heavily on outside service agencies to provide services to children.

Case studies illustrate what separation means to infants, toddlers, school-age children, and adolescents. The developmental needs of children in each age group are presented, and the problems arising from being separated from their mothers are discussed. Mothers' comments about the effect of incarceration on their children are also included.

The findings include the following:

- Most of the children of women prisoners are very young: two-thirds were under age ten and one-fourth under four;
- Children who had to be moved after their mothers were arrested usually went to live with relatives. One out of eight was placed in foster care;
- About 85 percent of the mothers maintained some contact with their children during incarceration, but the brief contacts allowed have little meaning to many young children;
- Lack of concern and appropriate services in the criminal justice process result in problems experienced by children and their families;
- Incarceration of a mother is related to long-term severance of the family unit.

(continued)

Stating that the criminal justice and child welfare systems have ignored the family needs of women prisoners and their children and have contributed to their suffering, the report examines recent studies of these systems. The rights and responsibilities of inmate mothers, their children, and the state are listed. The recommendations suggested by the inmates in the mail survey are presented in three categories: family-oriented programs and services, increased opportunities for contact with children, and supportive services which should be available to all incarcerated women. Several programs that promote strengthening family bonds are described.

The authors make several recommendations for improving services to mothers and children. The primary suggestion is that, if possible, women should be diverted from the criminal justice system. A series of policy and programmatic changes at each point in the system is described, involving the police department, child welfare departments, the judiciary, detention facilities, correctional agencies, and parole boards. Suggestions for action are also included for advocacy and community groups.

Appendices include a detailed description of the methodology used in the study and the data collected.

Availability: Publications Department
National Council on Crime and Delinquency
411 Hackansack Avenue
Hackansack, NJ 07601
Price: $6.50 - If over 50 copies ordered, discount is negotiable.

Accession Number 81121

Title: FAMILIES OF SAND

Author: D'Angelo, Rocco

Source: School of Social Work, Ohio State University, Columbus, OH, 1974, 145pp.

Funding:

Abstract: This report describes a study of runaway youth conducted by the School of Social Work at Ohio State University.

Information was collected through interviews with a sample of runaway youth in residential facilities and a comparable group of adolescents from local high schools without runaway experience. Surveys were also conducted of agencies serving youth and clergymen in the Franklin County area. The study focused on the home life of youth, school adjustment, religion, self concept, and peer group relationships.

Findings from the study indicated that more runaways came from already broken homes than did non-runaways. The runaway gorup reported more physical abuse from parents than the control group and experienced substantial feelings of alienation from their parents. Academic averages were found to be lower for runaways, and participation in extra-curricular activities was one-third the level of control group involvement. Runaways also demonstrated a lower self concept as measured on a standard attitudinal scale.

The survey of clergymen indicated that family conflict and individual adjustment were the most common problems that they encountered in regard to teenagers. Social agencies also reported that these problems, in addition to the use of drugs, were most frequently presented by teenagers.

A series of recommendations were developed from the study regarding methods for helping families in trouble, improving the school environment, and improving the juvenile justice system.

Availability: Rocco D'Angelo, Ph.D.
College of Social Work
Ohio State University
1947 College Road
Columbus, OH 43210
Price: $3.50

Accession Number 81122

Title: CONFRONTATIONS WITH YOUTH: A CRITICAL ANALYSIS OF PROCESS AND PROCEEDINGS OF OHIO'S YOUTH FLIGHT CONFERENCE

Author: D'Angelo, Rocco, editor

Source: College of Administrative Science, The Ohio State University, 1976, 308pp.

Funding: Same

Abstract: This book is an account of the events at the 1974 Ohio Conference on Youth Flight. It contains major addresses by speakers and reactive comments by participants. The conference was an outgrowth of the Teenage Flight Project which focused on conducting research to develop a behavior profile of runaway youth. Another activity involved the organization of community action groups to help change public attitudes toward runaways. The purposes of the conference were to educate the community about the runaway situation, to identify key issues underlying the community's approach to runaways, to consider alternative approaches for dealing with runaways, and to establish specific goals and priorities for communities to consider. Five topical areas were chosen for the conference program: volunteer programs for youth, youth values and beliefs, family life education, juvenile justice, and youth and schools.

A synopsis of the events of the three-day conference is presented, which includes comments about the confrontation between establishment and youth culture-oriented "alternative" groups and the dichotomy between older and younger participants. Also presented are reactions by runaway youth to the different sessions.

Workshop sessions were held for the five topical areas. Summaries of their reports are included, which offer procedural steps for accomplishing identified social goals. Specific program goals include encouraging more parent involvement in runaway youth programs, establishing community-centered treatment and resources for youth as an alternative to the legalistic approach, establishing alternative education programs for youth unable to function effectively in the traditional school system, and legitimizing alternative life-style arrangements.

The papers included examine the causes of youth flight and the different types of treatment. The historical developments leading to the contemporary juvenile court's approach to runaway youth is presented. Criticism of the treatment runaways receive from the current juvenile justice system is included. It is suggested that a system be developed in which state agencies become advocates for runaway children and their families and allow the youthful clients options in services provided.

The importance of community attitudes in solving adolescent flight is discussed. The present-day needs of youth, such as individuality and acceptance, are examined, as are the problems runaways experience in building relationships with parents and peers. The formation of coalitions and alliances of youth service agencies for effecting coordination of activities is suggested by several speakers.

(continued)

Eight invitational papers and commentaries on a variety of aspects of youth flight are included in the book. Subject areas include the social and psychological dynamics of youth flight, the runaway adolescent girl, family authority, crisis intervention, and the shopping center as a hangout.

The appendix includes the conference program schedule, a summary report, and the Youth Liberation Platform.

Availability: Publication Saies
Ohio State University Press
Columbus, OH 43210
Price: $6.95

Accession Number 81224

Title: SERVICES TO CHILDREN IN THEIR OWN HOMES: A FAMILY BASED APPROACH

Authors: Levine, Theodore and McDaid, Elizabeth

Source: Youth Service, Inc., Philadelphia, PA, n.d., 21pp.

Funding: Pennsylvania Department of Welfare, William Penn Foundation

Abstract: A description of a family-based program is presented by Youth Service, Inc., a voluntary child care agency in Philadelphia, which has provided community-based placement services for deprived and delinquent adolescents since 1952. According to the authors, the purpose of this intervention program is to help neglectful families learn to provide proper physical and emotional care for their children. Most families are referred by the city public welfare agency when one or more children are facing placement or are already in placement.

The philosophy of service for the agency and this particular program is discussed. The main purposes of the program are to stabilize the home and prevent placement of children who are at home or to return children in placement to their homes.

The paper describes the following characteristics of the families served: isolated from positive interpersonal connection, living with a great deal of environmental stress, and unable to break the poverty/deprivation/abuse cycle. Intake procedures, budget considerations, and staff roles and responsibilities for social workers and family care workers are presented. The family care worker works with parents in their own homes by teaching and helping with household tasks, teaching and helping with child caring tasks, assisting the family with the use of outside contacts and community resources, and providing necessary material goods for the family.

The problem of assessing the success of the program is discussed. The authors studied the effects of the program on fifty-four families, and report on the placement status of the children for families whose children were already in placement at referral and families whose children were at home at referral. The results of the study show that five out of eight families whose children were in placement were reunited, and placements were avoided in over half the families whose children were living in their own homes.

The authors also discuss various practice, policy, and value issues which have emerged during the duration of the three-year program.

Availability: Mr. Theodore Levine or
Ms. Elizabeth McDaid
Youth Service, Inc.
410 North 34th Street
Philadelphia, PA 19104
Price: $1.00

Accession Number 81128

Title: THE FUNDING PROCESS

Author: Decker, Virginia A.; Decker, Larry E.

Source: Community Collaborators, Charlottesville, Virginia, January 1978, 120pp.

Funding:

Abstract: This book provides an overview of the various phases in the funding cycle from pre-proposal writing activities through grant administration. Beginning with the conception of an idea, the author outlines the steps involved in coordination and communication that are needed to develop the idea more extensively. Preliminary checking and consultation with colleagues are suggested for determining whether the idea duplicates or conflicts with other projects and whether it is in line with organizational goals and objectives.

Three categories of potential funding sources are briefly described, and specific references, including books, periodicals, and manuals, are cited which will provide the reader with more detailed information on funding sources. Methods of making contact with public and private funding sources are discussed in depth, and consideration is given to the content of both written and personal communication. The author explains the difference between grants and contracts and defines the most common types of contracts.

A chapter on writing the proposal gives the reader an overview of the basic elements needed in any proposal. Sample charts and a budget worksheet are included. In discussing the post application phase, the author includes an explanation of the proposed review process and potential outcomes of the review such as a request for an oral presentation and a request for additional information or for a proposal modification. A brief chapter on grants management discusses financial procedures and auditing and provides references for "audit guides" currently in use.

Appendices present references for information on sources of funding.

Availability: Community Collaborators
P.O. Box 5429
Charlottesville, VA 22903
Price: $6.95 prepaid (10% handling if billed)
Quantity discount - 10-49 copies, 20% off
50+ copies, 30% off

Accession Number 81132

Title: A READER'S GUIDE FOR PARENTS OF CHILDREN WITH MENTAL, PHYSICAL, OR EMOTIONAL DISABILITIES

Author: Moore, Coralie B.; Morton, Kathryn G.; and Mills, Joni B.

Source: Family and Community Services, Montgomery County Association for Retarded Citizens, Rockville, MD, 1976, 144pp.

Funding: U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services Administration, Bureau of Community Health Services

Abstract: The Reader's Guide contains an annotated bibliography of publications dealing with handicapped children. Compiled by parents who have experienced the problems of raising children who are disabled, the resources listed are intended to provide solutions and approaches for families and communities in caring for handicapped children.

The guide includes descriptions of books, pamphlets, and journals related to all types of handicaps. General information pertaining to handicapped children is presented in the areas of teaching, training, and playing at home. Issues such as behavior modification, employment, legal rights, prevention, residential alternatives, and sex education are also referenced, and a listing of books written by parents of handicapped children is also given.

The following categories of disabilities are referenced individually: learning disabilities, mental retardation, autism, emotional disturbances, physical handicaps, epilepsy, visual handicaps, hearing impairments, speech handicaps, cleft palate, and multiple handicaps. The guide also includes a list of books written for children that contain stories about handicapped children.

Addresses are provided for 115 organizations and agencies that provide services and information on handicaps. Names of directories and journals on the various disabilities are also included.

Availability: Program Services Branch
5600 Fishers Lane, Room 7A20
Rockville, MD 20857
Price: no charge

DHEW Publication No. (HSA) 77-5290

Accession Number 81134

Title: ADVOCACY FOR CHILD MENTAL HEALTH

Author: Berlin, Irving, MD, editor

Source: Brunner/Mazel, Inc., New York, NY, 1975, 338pp.

Funding: The Grant Foundation

Abstract: This book is a collection of articles that deal with the field of child development and child advocacy programs. These issues are discussed as they relate to children who have physical, emotional, and educational handicaps. The importance of preventive measures and programs is stressed throughout the book.

A Bill of Rights for children is discussed, outlining the basic rights essential to the well-being of all children. The findings and recommendations of the Joint Commission on the Mental Health of Children are presented in the areas of nutrition, infant rhythms, effects of maternal deprivation, child abuse, day care, developmental delay, physiological and psychological stress, and sexual maturation. One recommendation is that high risk registers be established which would make information available to health care personnel on children having birth injuries or congenital or genetic problems.

The definitions and causes of learning disorders are presented. Results of studies on biological and psychosocial factors are also given as well as the effects of poverty and racism. Aspects of delinquency prevention and treatment are discussed; the role of the courts and the failure of institutions to provide adequate treatment to delinquents are presented. Emotional disturbances resulting from physical injury or illness or hospitalization are listed, and preventive measures are described.

The school's responsibilities in promoting the mental health of children are included in the collection of articles. Strategies and procedures for integrating mental health in schools are presented. It is suggested that the school mental health consultant act as a community child advocate.

Parent involvement as participant advocates in the education of children is suggested. Results of programs involving parents and classrooms indicate that children's achievement levels are increased by this method.

The rights of the retarded child are presented, including the right to education and family supports, the right to socialization, the right to effective social services, and the right to work experiences.

The different types of advocacy are discussed, particularly operational advocacy. It is described as a system of delivering human services focusing on ease of access at local levels. A model for the organization of a community advocacy program is discussed in detail, and issues that should be addressed are included. Prevention is stressed as being the core issue. Treatment programs at the community level, funding, and interagency collaboration are also discussed. The political and legislative implications of child advocacy are presented, stating that public health objectives require political action.

Availability: Brunner/Mazel Publishing Company, 19 Union Square West,
New York, NY 10003
Price: $13.50, quantity discount negotiable for over 25 copies

Accession Number 81139

Title: DEINSTITUTIONALIZATION AND THE DEVELOPMENT OF COMMUNITY BASED SERVICES FOR THE MENTALLY RETARDED YOUTH

Author: Horesji, Charles R.; Berkley, Ann B.

Source: Department of Social Work, University of Montana, Missoula, MT, 1975, 97pp.

Funding: Partially funded by grant from Office of Child Development, Department of Health, Education, and Welfare

Abstract: This report describes a research project designed to provide needed information for facilitating deinstitutionalization of mentally retarded youth in rural western Montana.

Case data was collected on four groups of mentally retarded youth and their parents. The youth included current and former residents of Boulder River School and Hospital, Montana's only full range institution for the care of the mentally retarded, youth who had been evaluated there, and retarded youth who had never received service from the facility. Interviews were conducted with the youth and their parents, and additional information was collected from case records and hospital staff. Providers and decision-makers were sources for general information on mental retardation services and needs.

Client/family data covered a range of topics such as reasons for institutional placement, parents' satisfaction with existing services, financial strain, transportation problems, and problems in securing medical, dental, recreational, and employment services. Findings from the provider survey indicated a need for better coordination and integration of existing services and identified unmet needs for residential, supportive, and educational services.

A series of recommendations concerning twenty-one specific topics were developed from the findings of the survey. Some of the areas covered were service coordination, program development, quality control, prevention of institutionalization, case management, community education, and manpower development.

Availability: ERIC Document Reproduction Service
Box 190
Arlington, VA 22210

Price: $6.01 plus $.41 postage and handling

Order Number: ED 112594

Accession Number 81140

Title: DEINSTITUTIONALIZATION AND THE DEVELOPMENT OF COMMUNITY BASED SERVICES FOR THE MENTALLY RETARDED: AN OVERVIEW OF CONCEPTS AND ISSUES

Author: Horejsi, Charles R.

Source: Department of Social Work, University of Montana, Missoula, MT, August 1975, 60pp.

Funding: Partially funded by grant from Office of Child Development, Department of Health, Education, and Welfare

Abstract: This report discusses basic concepts and issues related to the deinstitutionalization of mentally retarded persons.

The background, goals, and process of deinstitutionalization are discussed, and forces behind the deinstitutionalization movement are examined. The report states that the trend toward normalization, that is, helping the retarded to "obtain an existence as closely to the normal as possible," and recent court decisions favoring rights of the mentally retarded have provided a significant impetus toward deinstitutionalization. The barriers to deinstitutionalization are identified and include resistance by parents, the community, and institutional unions and employees. The author suggests that community education is a key factor in gaining needed public and legislative support. Involvement of parents in advocating for the development of community-based alternatives and the inclusion of retarded persons in planning and advisory roles are also recommended by the author.

The report examines the concept of a comprehensive service system and advocates that such a system adhere to the principles of normalization. Guidelines for developing and operating a comprehensive service system are presented, and the types of services that should be included are briefly discussed. Successful efforts in deinstitutionalizing the mentally retarded are highlighted in case studies of three states.

A section on deinstitutionalization in rural areas addresses the special problems and issues, such as lack of facilities and trained professionals, inadequate transportation, and the treatment of retarded youth. A discussion of regionalization and purchase of service contracts points out how some of these problems can be minimized.

Availability: ERIC Document Reproduction Service
Box 190
Arlington, VA 22210
Price: $3.50 plus $.30 postage and handling
Order Number: ED 112606

Accession Number 81145

Title: INTERDISCIPLINARY GLOSSARY ON CHILD ABUSE AND NEGLECT: LEGAL, MEDICAL AND SOCIAL WORK TERMS

Author: Midwest Parent-Child Welfare Resource Center

Source: National Center on Child Abuse and Neglect, Children's Bureau, Administration for Children, Youth and Families, DHEW, February 1, 1978, 100 pp.

Funding: National Center on Child Abuse and Neglect, Children's Bureau, Administration for Children, Youth and Families, DHEW

Abstract: Legal, medical, and social work terms which are unique to the field of child abuse and neglect, including foreign and technical terms, are described in this glossary.

Detailed explanations and commentary are presented for significant issues such as prevention, judicial proceedings, legal rights, and discipline. A chart is included listing the indicators of physical, sexual, and emotional abuse. Descriptions of an abused child's appearance and behavior are also included.

The glossary was compiled to facilitate communication and understanding between persons in different professions working in child abuse and neglect prevention and treatment programs.

Included in the glossary are descriptions and addresses of various child welfare agencies and organizations for abusing parents. A list of acronyms is also provided.

Availability: National Center on Child Abuse and Neglect - Clearinghouse
Children's Bureau
P.O. Box 1182
Washington, DC 20013
Price: no charge

Accession Number 81148

Title: MEASURING SERVICE IMPACT: AN OVERVIEW OF THE STATE-OF-THE-ART IN MEASURING THE IMPACT OF SOCIAL SERVICES, AND RECOMMENDATIONS FOR AN HDS STRATEGY FOR FUTURE RESEARCH AND DEVELOPMENTAL EFFORTS ON THIS SUBJECT

Author: Bowers and Associates

Source: Office of Human Development Services, Department of Health, Education, and Welfare (DHEW), March 1978

Funding: Same

Abstract: This report presents an overview of the state-of-the-art in measuring the impact of social services and recommends a strategy for the Office of Human Development Services to develop service impact measures.

Past efforts in defining goals are traced from a 1960 Presidential Commission report entitled "Goals for Americans." Current goal structures as outlined in Title XX are also included. Various approaches to measuring the impact of services on goal achievement are summarized in the report. These include demonstration projects sponsored by the federal government and state and local efforts. The report notes that some projects have elected to incorporate goal status reporting in the data collection process for Title XX, although there is no requirement at present to make such reports.

Another exmaple cited was a social service effectiveness study conducted in five states. In this study an attempt was made to determine which service or mix of services affected goal achievement. Another approach to measuring service outcome cited in the report involves identifying certain states of client functioning both before and after service delivery.

Outlined in the report are some of the problems which occur in defining goals, such as multiplicity, overlap, and generality of goals. Also included are issues affecting service impact measurement such as who should make the determination of goal achievement and service impact.

The report concludes that the state-of-the-art in service impact measurement is primitive at the state and local levels. It suggests that DHEW increase support of state and local efforts to develop service impact measures. A strategy for gathering information to determine service impact is recommended.

Availability: Project Share
P.O. Box 2309
Rockville, MD 20852
Price: $7.25
Order No.: SHR 0002605

Accession Number 81372

Title: FATHERING (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc., New York, NY, 60 min.

Funding:

Abstract: Examined by a psychologist on this tape is the father's role in his children's development. The historical role of the father is discussed, emphasizing that he has not been a dominant parenting figure traditionally. According to the tape, the father's presence as an affectionate caring individual who provides his children with understanding and strength is crucial to emotional development.

Fathers are discussed as being role models for both sons and daughters. Communication among all family members is emphasized as critical to family solidarity. Fathers are encouraged to share discipline responsibilities, but not to allow themselves to become full-time disciplinarians and thus feared by their children. According to the tape, fathers should make themselves aware of their children's moods and emotional states and offer support and understanding in problem situations.

Specific difficulties which some fathers experience are discussed, including the relationship between a gay father and his children and the importance of continued communication between a separated and/or divorced father and children who have remained with the mother.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage and handling

Accession Number 81149

Title: THE CHILD PROTECTION TEAM HANDBOOK

Author: Schmitt, Barton, ed.

Source: Garland STPM Press, New York, NY, 1978, 415pp.

Funding:

Abstract: Designed for hospital and community-based child protection teams, this handbook provides guidelines for assessing family problems, assessing risks of repeated abuse, and clarifying treatment options. Each team member's role is described, and management techniques to help the team function as a unit are presented.

In discussing the basic steps in organizing a child protection team, the authors explore its purpose and structure, define roles for each member, and outline policies, case management procedures, and methods of improving case finding. Evaluative responsibilities for each discipline are described in detail. Also included are sample evaluations and task checklists for each profession.

The handbook emphasizes the use of the problem-oriented case record and describes its application to evaluation, team conferences, and follow-up reports. Specific guidelines are presented for sixteen case management decisions that commonly confront child protection teams, such as when to remove a child from the home and when it is safe to return a child to the home.

The rehabilitation of abusive families is examined from a theoretical perspective and as it relates to each of the primary professionals involved in treatment -- social workers, physicians, and public health nurses. The range of current treatment modalities for both abusive parents and their children are described. Attention is also given to the roles of the court, county attorney, parents' attorney, and the child's attorney in cases of abuse.

Appendices include sample policies and procedures for managing child abuse cases in effect at Colorado General Hospital, comprehensive questionnaires on behavior and development, and social worker evaluation forms.

Availability: Garland Publishing Company
545 Madison Avenue
New York, NY 10022
Price: $24.50

Accession Number 81154

Title: A CURRICULUM IN PARENTING TRAINING: EVERYONE NEEDS A PARENT

Author: The URSA Institute

Source: The URSA Institute, San Francisco, CA, 1978

Funding: Region X Administration for Children, Youth and Families, Department of Health, Education, and Welfare

Abstract: This ten-unit parenting curriculum consists of instructions on how to use the material, lesson plans, workshop evaluation forms, and resource materials. It is designed to increase awareness of the effect of personal interactions on a child's development and to promote a better understanding of the stages of child development. Potential training audiences include expectant parents, parents identified as abusive or neglectful, high school and college students, or staff of residential or non-residential service programs for children.

An overview of the curriculum explains the didactic and experiential training methods which are used, how to conduct get-acquainted activities, and other suggestions for the trainer.

The topics covered in the training units are implications of parenthood, parenting myths, developmental stages, the parental role, modeling, sexuality, nurturance, and discipline. Each unit consists of a short description of the unit, a list of the goals, a description of each activity, and step-by-step procedures for the trainer. Learning activities include lectures, audio-visual presentations, role-plays, and brainstorming.

The workshop evaluation forms are intended to guide trainers in developing their own forms. They are designed to be helpful in the planning of future workshops. A 120-page section on resource materials includes a bibliography for parents and children; facts about the physical, social and emotional development of a child; children's recipes; mother-child, father-child, and sibling interpersonal relations; facts about childhood diseases; and various theoretical papers excerpted from other sources.

Suggested activities for the trainer in preparing to teach the curriculum are given in the appendices. They include a materials checklist, guidelines for selecting a training facility, a discussion on how to use various training techniques and methods, and a list of audio-visual materials.

Availability: Attn: Yvonne Walker
Western Federation for Human Services
157 Yesler Way, Room 208
Seattle, WA 98104
Price: $21.50

Accession Number 81155

Title: CHILD DEVELOPMENT GUIDE AND FAMILY LIVING GUIDE

Author: Richardson, J. Lynne

Source: Girl Scouts of the U.S.A., New York, NY, 1974

Funding: Office of Child Development, Department of Health, Education, and Welfare

Abstract: These two guidebooks are part of the Education for Parenthood program of the Girl Scouts of the U.S.A. The books are designed for girls ages twelve through seventeen.

Both guides are activity-based, presenting content areas through role playing situations, photographs, and "read and react" exercises. Each activity is accompanied by a "how to" section which includes suggestions for where to find resources and how to carry out the activity.

The Child Development Guide includes activities dealing with the following subjects:

- Infancy
- Childhood Years
- Helping Children Learn
- Children and Love

The Family Living Guide includes activities which encourage the students to:

- Examine their own and others' concepts of family life
- Examine different ways families communicate through decision-making, responsibility, and disagreements
- Understand different societal impacts on families, possible ways for coping with change, and careers in family services and child care.

Availability: Contact your local Girl Scouts Council for copies.
Price: no charge

Accession Number 81158

Title: THE SOCIAL WORKER AS WITNESS: VIDEOTAPE AND MANUAL

Author: Larson, Maria; Sampson, John J.; Yudof, Mark G.; and Foerster, Frank

Source: Region VI Resource Center on Child Abuse and Neglect, University of Texas School of Law, University of Texas at Austin, Austin, TX, December 1977, 45pp.

Funding: National Center on Child Abuse and Neglect, Children's Bureau, Department of Health, Education, and Welfare

Abstract: A videotape and accompanying manual depict problems encountered by social workers in a contested child neglect case. The tape was intended to be used as a training device for presentation of testimony and as an illustration of courtroom atmosphere and witness demeanor.

The manual states that the mock trial of a suit to terminate parental rights presented in the videotape illustrates the difficulties of proof in an allegation of physical and emotional neglect of children by parents. The problem of proving neglect as opposed to abuse is discussed.

Legal proceedings prior to the trial are explained in the manual and include the different types of pleadings; pretrial discovery, the process by which facts are uncovered and shared between the parties; and temporary orders. The roles and responsibilities of the judge, lawyers, social worker, and parents are discussed.

The direct testimony of the social worker elicited by the District Attorney and the cross-examination by the parents' attorney provide information about courtroom procedures. Rules of evidence are defined and include direct testimonial evidence, expert witness, and documentary evidence. The difference between direct examination and cross-examination is presented, and the manual gives suggestions for the social worker's testimony in each instance. Objections that may be offered by the lawyers are hearsay, conclusions and opinions, and leading questions. The manual discusses the common grounds for adjudicating neglect, which include abandonment, dangerous conditions, failure to provide necessary medical care, and absences from school. The videotape illustrates a variety of approaches the parents' attorney may take in attempting to thwart termination.

Appendices include discussion questions, an article on the adversary system, and a selected legal bibliography.

Availability: Resource Center on Child Abuse and Neglect
The University of Texas at Austin
School of Social Work
Center for Social Work Research
Austin, TX 78712
Price: Videotape & Manual: $80.00 (55 min., 3/4" cassette)
Manual: $3.00

Accession Number 81160

Title: HANDBOOK FOR MEDICAL PROFESSIONALS

Author: Foundation for Educational Services

Source: Foundation for Educational Services, Los Angeles, California, 1978, 104pp.

Funding: Same

Abstract: This handbook provides medical professionals with basic information on child abuse and neglect and suggestions for working with abused children and their families.

Four major categories of abuse and neglect are defined. These are physical abuse, sexual abuse, physical neglect, and emotional abuse and neglect. Factors contributing to abuse are briefly discussed, and a profile of abusing parents is presented. To assist medical personnel to recognize cases of abuse and neglect, both physical and emotional indicators are considered, and a checklist for a medical diagnosis of child abuse is included.

Emphasis is given to the importance of reporting suspected cases of abuse and neglect. Federal legislation and reporting requirements of the State of California are examined.

The handbook contains very practical suggestions and techniques to help medical professionals to communicate effectively with abused children and their parents. Methods for conducting sensitive interviews with an abused child and with the parents are discussed, and sample interview questions are presented.

Prevention of abuse and neglect is also addressed in the handbook. Several types of secondary prevention programs such as self-help groups, group therapy, crisis nurseries, and crisis hotlines are examined.

Primary prevention methods, including education for parenthood programs and predictive questionnaires, are also considered. Included in a section on resources are summaries of existing parenting education materials. A bibliography provides references for books, articles, audiovisual materials, and training packages related to child abuse and neglect.

Availability: Foundation for Educational Services
520 South Lafayette Park Place
Los Angeles, California 90057
Price: $9.95

Accession Number 81163

Title: CHILD ABUSE AND NEGLECT DEMONSTRATION ORGANIZATION

Author: Central Texas Council of Governments

Source: Central Texas Council of Governments, Belton, TX, March 1977, 151pp.

Funding: Office of Human Development Services, DHEW

Abstract: The Child Abuse and Neglect Demonstration Organization (CAN-DO) supplements the services of the Texas Department of Public Welfare in combating child abuse and neglect.

A description of this multi-faceted program, initiated in January 1975, is presented in a proposal for continued funding submitted to the Department of Health, Education, and Welfare by the Central Texas Council of Governments. The project serves a seven-county region with people living in rural, urban, and military communities.

A progress report is included which describes the functions and activities of the program's components. They include:

- Organization of an advisory group
- Establishment of a regional statistical information system. A copy of a monthly report is appended.
- Creation of a public awareness program
- Establishment of a treatment resource coordination system for referral and follow-up services
- Law enforcement personnel, day care personnel, teachers and administrators, and medical staff
- Presentation of educational programs on the identification and procedures for reporting of child abuse to professional groups such as law enforcement personnel, teachers, and medical staff
- Presentation of preventive programs for high school students
- Expansion of psychological/psychiatric consultation and treatment of families involved in abuse and neglect through service agreements (sample included) with 52 resource agencies
- Recruitment and training of volunteers in action who supplement the work of the Texas Department of Public Welfare caseworkers for abused/neglected children and their families.
- Establishment of the Family Focus Program at two hospitals to identify families at risk of abusing their children. The high risk indicator check lists used to identify potentially abusing families are included.
- Testing, therapy and educational programs are available for children exhibiting delayed development because of abuse or neglect
- Provision of a residential evaluation and treatment program for adolescents between the ages of twelve and eighteen

(continued)

- Organization and staffing of a Multi-Disciplinary Advisory Team to outline treatment procedures and to advise on problematic cases. The operating procedures and case consultation forms are included in the proposal.
- Establishment of a crisis shelter home
- Recruitment training and support for foster parents.

The document also includes milestone charts for achieving goals, and a detailed workplan for proposed activities.

The appendix provides forms and procedures used in the above-mentioned functions such as the outline of the training session and job descriptions for volunteers, description of a parent education module, and a high risk indicator check list used to identify potentially abusing families.

Availability: Attn: Ms. Jean Cook
Capital Systems Group, Inc.
6110 Executive Blvd., Suite 250
Rockville, MD 20852
Price: $10.15 prepaid to Capital Systems Group, Inc.

Accession Number 81170

Title: HUMAN SEXUALITY AND FAMILY LIFE SKILLS PROGRAM FOR TEENAGERS

Author: Cooper, Tamsie and Denniston, Angela, Eds.

Source: Northwest Georgia Girl Scout Council, Inc., Atlanta, GA, August 1974, 17 pp.

Funding: Education for Parenthood Grant

Abstract: This booklet presents a curriculum for a five-session program for teenagers on human sexuality and family life skills. The program is process-oriented and designed for use in small group settings. Each session outline includes the materials needed and goals to be achieved.

The program encourages participants to examine their attitudes, feelings, and knowledge on a range of topics concerning sex, love, marriage, and children. Role playing and other group techniques are frequently used to encourage communication. Films and slides are suggested to stimulate discussion on specific topics.

Values and concerns about sex are identified in the first session. The following two sessions focus on sex stereotyping and myths and fallacies about sex. Basic factual information on topics such as birth control and venereal disease are presented. In the remaining sessions participants examine problems they face as teenagers in regard to dating and sex and are encouraged to consider future directions.

Availability: Ms. Jean Cook
Child Welfare Resource Information Exchange
Capital Systems Group, Inc.
6110 Executive Boulevard
Rockville, MD 20852
Price: $6.00 prepaid. Make check payable to:
Capital Systems Group

Accession Number 81177

Title: CHILD CARE

Author: Greenberg, Henry

Source: Sutherland Learning Associates, Inc., Los Angeles, Ca., 1975, 1973 pp.

Funding:

Abstract: Basic concepts and practical suggestions on caring for infants and young children are presented in this guidebook. Written primarily from a health perspective, the book assists parents to understand the physical and emotional needs of young children, to learn how to promote healthy developments, and to recognize potential health problems.

The guide covers a range of developmental and health related topics such as feeding, toilet training, accident prevention, immunizations, allergy, respiratory problems, temperature, the fussy baby, and problems of the eyes and digestive tract.

The concept of individuality is stressed, and parents are advised to be flexible and allow their babies to develop at their own pace. The guide stresses that parents should help to make new learning experiences such as eating cooked foods be a pleasant occasion for the child and offers suggestions on how this can be done.

Causes, symptoms, and basic facts about specific health problems are discussed in the guidebook. Parents are advised on how to care for children experiencing specific types of health problems and at what point to seek medical help. Suggestions are given on how to alleviate pain and discomfort when the problem cannot be immediately cured. The final chapter provides information on the use of medication and includes a checklist of information to have ready before contacting a doctor.

Availability: Sutherland Learning Associates - Order Department
14654 Oxnard Street
Van Nuys, CA 91411
Price: $6.95 plus postage and handling
Quantity discount: 25-99 copies, $6.25; 100-249 copies, $5.56; 250-999 copies, $4.86; 1,000+ copies, $4.52

Accession Number 81186

Title: FROM BIRTH TO ONE YEAR and FROM ONE TO TWO YEARS

Author: Segal, Marilyn and Adcock, Don

Source: Nova University, Ft. Lauderdale, Florida, 1974, 72 pp. and 104 pp.

Funding: Children's Bureau, Office of Child Development, Department of Health, Education and Welfare

Abstract: Examining development during the first two years of life and presenting techniques to encourage learning during this period are the main focuses of these parent manuals.

In the first manual, From Birth To One Year, each chapter relates to a specific month during a child's first year. The format of each chapter is similar and includes narrative sections on the following: baby's viewpoint; motor skills; seeing, hearing, feeling; and socializing. Parents are advised of the specific motor skills that can be anticipated during successive months and changes that will be occurring in the child's ability to use his or her senses. Also included in each chapter are suggested activities to encourage motor development, use of the senses, and social skills.

From One to Two Years is divided into four parts, each covering a three month period of development between ages one and two. An overview in each chapter discusses topics such as motor and language skills, personality development, and interests of children during that period of growth. A second section entitled "Learning About Self and Others" examines personal and interpersonal factors such as the development of a sense of autonomy, the expression of anger and possessiveness, and the use of imagination and pretending. Suggested activities and toys which encourage problem solving and imagination are also included in each chapter.

Availability: B. L. Winch & Associates
45 Hitching Post Drive
Rolling Hills Estates, California 90274
Price: From Birth to One Year
$5.95 (1-24 copies); $5.45 (25-49); $4.95 (50+)

From One to Two Years
$6.95 (1-24 copies); $6.45 (25-49); $5.95 (50+)

Accession Number 81187

Title: EXPLORING CHILDHOOD: EXPLORING CAREERS IN CHILD CARE

Author: Boy Scouts of America

Source: Boy Scouts of America, Exploring Division, North Brunswick, NJ, April, 1975

Funding: Office of Child Development, Department of Health, Education and Welfare.

Abstract: Providing high school-age youth with opportunities to study child development and learn child care practices is the objective of the "Exploring Childhood" program. This document describes the three-year pilot project instituted by the Boy Scouts as a facet of the existing Explorers program. The goal of the project is to provide youth with experience with children three to five years old.

The process of establishing an "Exploring Childhood" program is discussed. The organizational process consists of partnerships with community agencies and organizations, quality leadership, a membership of youth between the ages of fifteen and twenty who are interested in child care and youth work, and the program's techniques and methods. Program planning for conducting meetings and field site placements is included along with a list of resources.

The program includes a three-hour multi-media, youth-led seminar which is designed for use at a regular meeting and presents topics on child growth, the role of parents in child care, and family responsibilities. The seminar materials consist of a guide on organization and training and a syllabus.

The seminar manual outlines the various uses of the seminar and provides guidelines for conducting it. Goals, preparation checklists, agenda, and follow-up notes for the introductory meeting and each of the three rehearsals are provided. The seminar is divided into specific areas of child related interests such as the physical, intellectual, and moral development of children; the problems and joys of parenthood; and situations focusing on child raising practices and corresponding parental attitudes. These segments feature a parent's panel, role-playing presentations, and audio-visual materials.

Availability: Exploring Division
Boy Scouts of America
North Brunswick, NJ 08902

Price: No charge

Accession Number 81189

Title: FOSTER PARENTING AN ADOLESCENT

Author: Child Welfare League of America with Education Development Center

Source: Child Welfare League of America, New York, NY, 1978

Funding: U.S. Children's Bureau, Department of Health, Education, and Welfare

Abstract: Foster Parenting an Adolescent is a curriculum designed to provide specialized training in understanding and parenting foster teenagers. In a series of seven sessions, foster parents can discuss special aspects of parenting a foster adolescent and the kinds of situations apt to occur. The basic topics covered are adolescent behavior, adolescent development, communication, ways of getting along with adolescents, adolescent life tasks, relationships, and personal identity.

The Leader's Guide suggests a number of activities for each session and tips for choosing the activities best suited to the needs of foster parent participants. A workbook contains exercises which assist foster parents in incorporating the themes of the course. The curriculum also includes a collection of readings on adolescents in foster care from Haim Ginott, Gisela Konopka, Mary Reistroffer, foster parents, social workers, and adolescents.

Audio-visual materials include two 16mm color films and three cassettes. "Can't You Hear What I'm Trying to Say" (22 minutes) presents an adolescent girl, her foster parents, and social worker. A group of adolescents speak out about themselves and growing up in placement in "I'm Still Searching: Young Adults Talk about Foster Care" (20 minutes). Transcripts of each film and cassette are included in the Leader's Guide.

Availability: Foster Parent Curriculum Project
Child Welfare League of America
67 Irving Place
New York, NY 10003
Price: $495.00
The curriculum is sold as a package. Each package includes one set of films and tapes, one Leader's Guide, twenty copies of workbooks and readers for foster parents. A complimentary set of the printed materials sufficient for a second training session will be available to the first one hundred purchasers.

Accession Number 81198

Title: PARENTING CURRICULUM INDIVIDUALIZED STUDY BOOKS

Author: Cooper, Grace C.

Source: Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Washington, DC, 1974, 331pp.

Funding: Office of Child Development, DHEW

Abstract: Six booklets present basic information for school-age mothers on aspects of the care and development of babies from the prenatal period to one year of age.

The booklets are written in workbook format and are designed for independent study. The texts are written simply and are accompanied by illustrations. Short tests and simple exercises accompany each section and reinforce the learning.

The booklets emphasize that all babies are different and develop in different ways. Cognitive, emotional and motor development from birth to age one are described. The fact that babies learn from the time they are born is illustrated, and teaching activities are suggested.

The workbooks also address young mothers' feelings of uncertainty and emotions about their babies. Exercises are provided for helping the young mothers plan a schedule for caring for their babies and for organizing time for their own activities. Tips on selecting substitute child care are given. Several sections are also included which discuss making plans for the future, getting a job, dating, and getting married. The workbooks encourage nutrition, especially while the mother is pregnant, and present diagrams of physical fitness exercises.

Availability: Publications Department
Child Welfare League of America
67 Irving Place
New York, NY 10003
Price: $12.50. Quantity discount:
10+ copies: 15%
50+ copies: 20%

Accession Number 81199

Title: STRUCTURED ASSESSMENT: A DECISION-MAKING GUIDE FOR CHILD WELFARE

Author: Dukette, Rita

Source: Administration for Children, Youth and Families, Region V, DHEW, Chicago, IL, April 1978, 20pp.

Funding: Same

Abstract: Criteria that workers can use to measure the need for placement are presented in this guide. It was developed to help workers make informed decisions about removing a child from his or her home.

The guide states that the following conditions must exist to justify removal:

- The child is unprotected or uncared for because of a crisis such as the absence of the parents due to illness or desertion
- The child is suffering from chronic neglect
- The child is in danger of abuse by the parents
- The child rejects his family and can only be stabilized in another setting.

The decision-making process described here includes an exploratory study to decide whether a child can remain in his/her home and a study to determine the type of placement resources which will best suit the child's needs.

The techniques used in the guide for gathering data, assessing them, and drawing conclusions are interviews, observations, and the skilled use of a client/worker relationship.

The four criteria by which the need for placement is evaluated are the nature of the problems which lead to the placement request, the parents' parental capacity, organization of the family and its support systems, and the developmental status and condition of each child. Facts describing the problems and strengths of the family in terms of the criteria are identified, and ways of determining these facts are suggested. The guide emphasizes the need for the acquisition and application of objective data to the four criteria. It is suggested that conclusions reached in each of the criteria should lead the worker to an objective understanding of the child's situation.

The guide provides worksheets for recording information obtained through interviews and observations. At the end of the study the separate conclusions from the four criteria lead to a final decision regarding placement.

Availability: Ms. Ruth Born, Program Specialist
Administration for Children, Youth and Families
Children's Bureau, DHEW, 300 South Wacker Drive, 15th Floor
Chicago, IL 60606
Price: no charge

Accession Number 81205

Title: PROJECT CHILD (COMPREHENSIVE HELP FOR INDIVIDUAL DIFFERENCES)

Author: Geneseo Migrant Center

Source: Geneseo Migrant Center, State University College, Geneseo, NY, n.d.

Funding: NYS Council on the Arts, NYSED Bureau of Migrant Education, OSOE Title IX Ethnic Heritage Studies Program, et al.

Abstract: Project CHILD is a comprehensive program of services developed to meet the physical, emotional, educational and social needs of migrant and rural families. An implementation guidebook series describes the various components.

Services offered by Project CHILD are a twelve day program, an evening educational program in homes and camps for parents and older siblings, a week-end recreational program for entire families; dental and health services; training and employment of parents and older siblings as classroom aides, pre-and in-service education for teachers and staff, a tutorial program for school-aged children, an adolescent outreach program for in-school and out-of-school youth, a parental education program, a post-secondary opportunities program, and Literacy Volunteers of America training program. In addition, Project CHILD has developed a multimedia multi-ethnic Migrant Heritage Studies Kit to provide communities and students with information about migrant farmworkers.

Project CHILD provides assistance to individuals or agencies wishing to adopt or adapt elements of the program to their own service delivery systems. The guidebooks provide the steps necessary for replication of each of the components.

Availability: For complete information, address inquiries to:

Dr. Gloria Mittera
Geneseo Migrant Center
State University College
Geneseo, NY 14454

Accession Number 81237

Title: TEENAGE PARENT PROGRAM AND TEACHING CENTER

Author: Tucson Unified School District

Source: Tucson Unified School District, Tucson, AZ, April 1968, 11pp.

Funding: Title IV-C grant

Abstract: The history and operations of two school-age parent programs are presented in this report.

The Teenage Parent Program is described as a comprehensive program of educational, health, and social services. The objectives and the component activities are listed, which include:

- Continuation of current regular and special classroom opportunities for pregnant girls and provisions of priority access to vocational educational programs;
- Provisions of information and direct care services concerning the hygiene of pregnancy, dental care, nutrition, disease situations, and personal growth and development;
- Provisions of information and counseling services with regard to family relationships and planning, parenting, child development, home management, job opportunities, legal rights, and other social and emotional crises encountered by teenage parents;
- Provision of help with infant care arrangements as the situation indicates.

The report states that the program brings community agency personnel into the school to bridge service gaps between classroom, home, and community. Program activities are carried out by integrating in-school and community activities. The names and services of cooperating agencies are given.

The Teenage Parent Teaching Center Project focuses on supportive and educational services to young parents after adaptive education services are terminated. The four phases of development are a survey to determine the actual dimensions of teenage pregnancy and parenting on the dropout rate, a follow-up to provide the continuation of program services to teenage mothers after delivery, an outreach effort to provide teenage parent dropouts and young fathers with continuing services, and the development and implementation of family-life education curricula.

This project also provides a comprehensive network of services, and five components are described, each of which focuses upon a particular target group. The components and groups are prevention (junior high schools), early intervention (students currently enrolled who are pregnant and/or young parents), gradual school re-entry (students who have recently withdrawn from high school due to pregnancy and/or parenthood), integration of activities into regular school program (district personnel), and dissemination of information (local and national groups involved with youth programs). A chart is provided which depicts the goals and specific activities for each component.

The project's evaluation design is described, which includes process evaluation, performance evaluation, and performance process evaluation. A graph illustrates the coordination of these components.

Availability: Teenage Parent Program and Teaching Center
Tucson Unified School District
P.O. Box 4040
1010 E. 10th Street
Tucson, AZ 85719
Price: no charge

Accession Number 81241

Title: PREPARENTHOOD EDUCATION PROGRAM KIT

Author: March of Dimes

Source: The National Foundation March of Dimes, White Plains, NY, 1978

Funding: Same

Abstract: The materials included in the Preparenthood Education Program Kit provide adolescents with information on prenatal health care and nutrition. The kit includes publications which are easy to read and relevant to the needs and interests of teenagers such as comic books, fact books, posters, a developmental time-line chart, information cards, and teachers' guides.

The materials stress the importance of pregnant adolescents receiving medical care as early as possible. Medical checkups are described as well as the growth of the fetus inside the womb. Suggestions for caring for newborn babies are also provided. The fact books provide nutritional information, describing the four basic food groups and giving suggestions for healthy snacks. A list of healthful ethnic foods is also presented.

One comic book, "The Junk Food Blues," presents teenaged characters that discuss the importance of eating healthful foods. "Days of Change" presents the story of a young woman who becomes a mother, and it describes the health precautions she follows.

The materials were designed for use in junior and senior high schools, special education programs, prenatal care clinics, hospitals, neighborhood health centers, and centers for single parents.

Availability: Local March of Dimes chapter
Price: $30.00 for kit

Kit includes two teacher's guides, 40 copies of two comic books, 20 copies of two fact books, three sets of information charts, three posters, and a developmental chart.

Accession Number 81242

Title: THE PARENT BOOK: THE HOLISTIC PROGRAM FOR RAISING THE EMOTIONALLY MATURE CHILD and MATURITY KIT

Author: Bessell, Harold and Kelly, Thomas

Source: Psych/Graphic Publishers, San Diego, CA, 1977, 207pp.

Funding:

Abstract: Helping parents to create a loving relationship with their child and to foster the child's emotional maturity are the primary objectives of this handbook. It emphasizes that parents need to pay greater attention to the feelings underlying specific behaviors, rather than simply responding to the behaviors. The handbook is not intended to aid in solving severe emotional problems, but rather to prevent their occurrences.

A systematic approach to understanding and fostering emotional growth is presented. The authors define emotional maturity as positive development in the areas of awareness, relating, competence, and integrity. The proposed method for fostering emotional maturity includes the following five basic steps: listening to the feelings, understanding the basic concerns, developing a plan of action with the child to deal with the basic concerns, offering confrontation with support, and giving the child undivided attention and time on a one-to-one basis.

A theoretical framework for understanding emotional development is presented. The authors propose that specific emotional issues are related to each of the four major areas of emotional growth. For example, some of the issues concerning relating are self-interest, attention, acceptance, peer pressure, rivalry and empathy. These issues form a chronological continuum of emotional growth. Progress toward emotional maturity can be measured by observing the child's movement along this continuum.

A discussion of each emotional issue is presented along with practical suggestions for dealing with the particular emotion. Dialogues between parent and child illustrate both the wrong way and the right way of handling problems.

A bibliography of theoretical and research references and a suggested list of children's literature are included.

The Maturity Kit consists of the Bessell Measurement of Emotional Maturity Scales, answer sheets, and rating booklets. The scales are tools for assessing developmental patterns of the self concept of children and include the following behavioral areas: awareness, relating, competence, and integrity.

Availability: The Parent Book: Jalmar Press, 6501 Elvas Avenue, Sacramento, CA 98519, Price: $9.95 plus $1.75 postage and handling

Maturity Kit: Psych/Graphic Publishers, 470 Nautilus Street, Suite 303, La Jolla, CA 92037, Price: $24.50

Accession Number 81248

Title: ROCKY MOUNTAIN PLANNED PARENTHOOD PUBLICATIONS

Author: Text: Tepper, Sheri S.; Illustrations: Bernard, Gary

Source: Rocky Mountain Planned Parenthood, Denver, CO

Funding: Same

Abstract: Booklets, leaflets, and posters prepared by Rocky Mountain Planned Parenthood provide adolescents with insights and relevant information about their sexuality. The illustrated material is written in terms of values, problems, and needs. The information aims at increasing self awareness, improving communication skills, and encouraging the use of problem-solving techniques. The material includes the following:

This Is You is an explanation of the pelvic examination, feminine hygiene, and self-health care. This booklet is available in Spanish.

The Perils of Puberty is described as a practical guide for adolescent girls, describing physical and mental changes and family and social relationships.

The Problem with Puberty provides boys with information about body changes, attitudes, and relationships during adolescence.

The Combination discusses modern sex roles. It is written for boys concerned with male-female relationships and is critical of the victimization of women.

So You Don't Want to Be a Sex Object advocates independence and responsibility for the girl troubled about male-famale relationships in today's sexually liberal world.

Choices is a folder containing fact sheets for each method of birth control. The text emphasizes personal responsibility.

So Your Happily Ever After Isn't discusses the dynamics of long-term sexual relationships, commitments, and freedom.

Two leaflets, "Stop Kidding Yourself" and "She Will Always Remember You" advocate responsible sexuality for girls and boys.

Availability: Rocky Mountain Planned Parenthood
c/o Publications
Center for Continuing Education
2030 E. 20th Avenue
Denver, CO 80205
Price: Individual booklets are $.60. The Publication Sample Pack, with choice of five different booklets is available for $1.50. Request price sheet for quantity discounts.

Accession Number 81256

Title: THERAPEUTIC INTERVENTION WITH MEXICAN-AMERICAN CHILDREN

Authors: Green, Joseph M., Trankina, Frank J., Chavez, Nelba

Source: Tucson Southern Counties Mental Health Services, Tucson, AZ, 1976, 8pp.

Funding:

Abstract: Issues influencing the effectiveness of mental health services to Mexican-American people are presented in this article written by professional staff from the Tucson Southern Counties Mental Health Services. The intent of the article is to discuss why the treatment of Mexican-American families must sometimes be different from what is appropriate to other ethnic groups. Cultural characteristics and traditions that effect mental health are described.

The authors discuss the following problems created by the Anglo educational system: apathy, cultural identity conflict and exclusion, peer-group conflict, increased rigidity, impersonality, and discrimination.

It is stated that the Mexican-American population has been underrepresented in mental health facilities because of underutilization of services. The authors suggest that this is due to the deficient quality of services and their unavailability. Another factor described is the language barrier found in mental health centers in which non-English speaking persons receive no valuable service if none of the therapists speak Spanish. The role of the indigenous worker in working with a psychotherapist to provide social services is also discussed.

The article stresses that the therapist be aware of the cultural expectations held by Mexican-American patients facing an initial therapeutic encounter. Suggestions are provided for establishing a good relationship between the therapist and the client.

The influence of the family in the Mexican-American culture and the significance of the extended family are discussed. For example, sex roles are more clearly differentiated in most Mexican-American families and treatment strategies must be adjusted to this reality. Therapists are cautioned to be careful not to impose their own cultural values on their patients.

The concept of respeto, which involves an adolescent who exhibits model behavior at home and finds avenues outside the family to express his rebelliousness, is presented. Another treatment-relevant concept is personalito, which refers to desired and special qualities personified by the effective therapist: warmth, friendliness, and sensitivity to Mexican-American people.

Availability: Dr. Nelba Chavez, Tucson Southern Counties Mental Health Services, Inc., P.O. Box 5481, 1935 South Sixth Street, Tucson, AZ 85703.
Price: $.40

Accession Number 81262

Title: THE FRIENDS PROGRAM

Author: Lutheran Social Services of North Dakota

Source: Lutheran Social Services of North Dakota, Fargo, ND, n.d., 9pp.

Funding: Same

Abstract: The Friends Program, a volunteer nonprofit, nondenominational, statewide program, is sponsored by Lutheran Social Services of North Dakota. "Friends" are people who have experienced crises or life transitions such as death of a spouse or child, divorce, serious surgery, crippling accident, or retirement, who can share their experiences with others facing similar situations.

The divisions of support and supervision are described which consist of the following: the people who provide the befriending; volunteer coordinators who are trained by local professionals and area and state staff to match up people in need with the friends; area supervisors who are part-time paid professionals that aid in making match-ups, recruiting friends, and supervising the program; and an area support group. This group is organized to provide liaison with institutions of mental health facilities, to generate financial support, and to provide professional expertise. The program is described as being supplemental to other volunteer and social service efforts.

The paper states that once a Friends program is fully established in an area, it is expected that it will be totally supported from local funds. A sample budget for an area office is provided. Five stages of development are identified which can be used to assess an area's program organization. Problems involved in evaluating the material are discussed, and sample cases are described.

Availability: Ms. Joan Hill-Durkop
Lutheran Social Services of North Dakota
1325 South 11th Street, Box 389
Fargo, ND 58102
Price: no charge

Accession Number 81273

Title: PEER COUNSELING

Authors: Varenhorst, Barbara B. and Hamburg, Beatrix

Source: Palo Alto Unified School District, Palo Alto, CA

Funding: Same

Abstract: The Palo Alto, California Unified School District established a peer counseling program in 1971 to train students (seventh through twelfth grades) and adult leaders to work as counselors with their peers or with younger students. Two documents describe this program.

"Description, Progress Report, and Current Status" presents an overview of the organization and implementation of the peer counseling program. It outlines the staff needed and the pre-planning required to get the program underway. The reports state that the twelve-week training courses are scheduled outside of school hours, and are open to any student who wishes to participate. The authors report that after completing the course the students receive assignments which may involve tutoring; working with the handicapped, foreign students, or new students; or helping shy or lonely students. During their assignments students continue to meet weekly in practicum groups with a trained leader. The report describes the training, which is built around four main areas: communication skills, introduction to counseling skills, counseling regarding specific concerns, and ethics of counseling.

"Curriculum for the Peer Counseling Student and Adult Training Course" outlines the training activities used to prepare the students to undertake peer counseling and to train adults to lead the training courses. The curriculum provides an outline of the training course and notes for adapting it for training adults. Each session has an introduction to the topic, followed by exercises to develop communication skills or sensitivity to problems, and concludes with a group discussion. The first sessions deal with developing communication skills. Sessions are devoted to problem areas involved in family and peer relationships, drugs and health problems, boy-girl relationships, and death and dying. The last sessions involve referral resources, confidentiality, and getting started on assignments.

Availability: Barbara Varenhorst, Ph.D.
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, CA 94306
Price: $1.00 for Curriculum

Accession Number 81278

Title: EXPLORATIONS IN LIVING

Author: Jorgensen, Lou Ann and Southwick, Phyllis

Source: Paul S. Amidon and Associates, Inc., St. Paul, MN, 1978, 223pp.

Funding: Continuing Education Division of the Council on Social Work Education; National Institute of Mental Health; Utah State Division of Mental Health; graduate School of Social Work, University of Utah; Utah State Department of Education, Salt Lake Junior League.

Abstract: To combat the increase of family breakup, the number of early teenage marriages, and the mounting cases of child abuse, a preventive mental health program for high school students was created by the Utah State Division of Mental Health and the graduate School of Social Work at the University of Utah.

The curriculum for the program emphasizes self-education and consists of eight modules of ten sessions each. Each module can be used independently of the others. The topics covered are understanding self, career planning, choosing marriage partners, communicating with family members, parenting, learning family roles, settling into adulthood, and reacting to life crisis.

Each module has an overview which includes a description of the problem to be studied, specific objectives of individual sessions, a list of materials and resources utilized, and a method for evaluation. Lesson plans are provided for each session.

The curriculum includes learning activities for the student such as role-playing situations, simulated games, and keeping a log of ideas and experiences. Worksheets are provided for many of the activities.

The document states that the curriculum was designed by mental health personnel, school personnel, social workers, nurses, psychologists, and lawyers, and it was tested in both rural and urban schools.

Availability: Paul S. Amidon & Associates, Inc.
1966 Benson Avenue
St. Paul, MN 55116
Price: $18.50

Accession Number 81280

Title: IGNITE: PROVIDING SERVICES IN THE MAINSTREAM and MAINSTREAMING THE HANDICAPPED CHILD

Author: Vanin, Sandra; Risovich, Barbara; and Walker, Cheryl

Source: Monongalia County Schools, Morgantown, WV, 1977, 59pp. and 33pp.

Funding: Office of Child Development, Department of Health, Education, and Welfare

Abstract: IGNITE (Individuals and Groups Needing Intensified Teaching Evaluation) is a system developed for providing an educational program for handicapped children within the regular school system. Two booklets present the activities of the program which are to identify handicapped children; to develop an educational plan for the individual child; to train the classroom teacher, the child's parents, and volunteers; and to deliver a direct educational program to the child.

IGNITE is designed to accommodate children with the following types of handicaps: educable and trainable mentally retarded, physically handicapped, behavioral disordered, visually impaired, learning disabled, and speech and hearing impaired.

Providing Services in the Mainstream describes the responsibilities of the coordinator of handicapped services and the psychomotor developmental specialist. The booklet states that the specialists spend 60 percent of their time providing direct educational services. The specialists' involvement with regular classroom teachers and parents is also discussed. The program uses university students, professionals, and children in the classroom as volunteers, and the services they provide are listed.

The process of finding previously unidentified handicapped children within the schools is illustrated in a flow chart. A pre- and post-battery of tests is administered, and a sample form is provided for recording the results. Other recordkeeping forms include an assessment of needs form, a calendar of specialists' weekly activities, and a skill report. An individualized educational plan is presented in the appendix.

Mainstreaming the Handicapped Child contains evaluation checklists for skill categories such as fine and gross motor skills, socialization skills, and language development. One section is the initial referral form for grades kindergarten through third, and the remaining sections are used by the specialists in actual evaluation of the child.

Availability: Monongalia Head Start Program
101 Wilson Avenue
Morgantown, VA 26505
Price: $.75 postage and handling

Accession Number 81289

Title: TEMPORARY SHELTER PROGRAM AND "I CARE" PROGRAM FOR ABUSING MOTHERS AND THEIR CHILDREN

Author: New York Foundling Hospital

Source: New York Foundling Hospital, New York, NY, n.d., 7pp.

Funding: Special Services for Children Department, Social Services of the City of New York

Abstract: This document presents a description of a three-component program developed by the New York Foundling Hospital's Center for Parent and Child Development in 1972 directed at the rehabilitation of abusive parents and treatment of their children. Each of the three components -- Inpatient or Residential Department, Halfway House, After-care and Out-patient Department (also known as the "I Care" program) -- utilizes the multidisciplinary team treatment approach involving professionals and lay therapists to encourage the parents' self-sufficiency and the rehabilitation and strengthening of the family unit.

The document discusses policies, procedures of intake and admissions, staffing and the on-going treatment program, including a description of the therapeutic nursery for maltreated children.

Following referral and intake, new patients are evaluated and assigned a paraprofessional "friend" who remains with the parent(s) through treatment as a supportive agent. These paraprofessionals are considered the core of the program. They are recruited for their maturity and breadth of life experiences and, along with the professional staff, contribute to the provision of a comprehensive treatment plan which includes mothering, education, social work intervention, psychiatry, group therapy, psychological testing, and recreation.

Availability: New York Foundling Hospital
Center for Parent and Child Development
1175 Third Avenue
New York, NY 10021
Price: no charge

Accession Number 81304

Title: SOCIAL SERVICES - FEDERAL LEGISLATION VS. STATE IMPLEMENTATION

Author: Benton, Bill; Feild, Tracey; Millar, Rhona

Source: The Urban Institute, Washington, D.C., October 1978, 157pp.

Funding: Administration for Public Services, Department of Health, Education, and Welfare

Abstract: Recommendations regarding the administration of social services are presented in this report of a study which evaluated state implementation of Title XX. The main areas studied were the planning processes and social services priority-setting, financing the nation's social services, the allocation of social services resources, the organization and management of state social service agencies, and the roles and responsibilities of major organizations involved in social services. The author's conclusions are presented at the end of each session.

The section on planning includes a discussion of citizen, agency, and organization participation in decision-making. The extent of the coordination of social services programming with that of other human resources programs is compared to what was intended in Title XX. The report examines the efficacy of coordinative mechanisms such as advisory committees, task forces, public hearings, workshops, and joint funding. Also provided are discussions of state program evaluation activities and needs assessment methods. The influence of the state budget on decision-making concerning Title XX planning is stated to be a controlling factor, and suggestions are provided for improving the linkage between Title XX planning and state budget cycles.

The study of financing includes an examination of securing additional funds after federal allocations have been exhausted. Sources include state and local funds and intertitle transfers. Suggestions are also provided for making increments to the Title XX ceiling.

After summarizing factors which can inhibit change in the allocation of social services resources, the authors discuss observable changes in services and client groups. Topics include the criteria for setting Title XX income eligibility levels, the effect of Title XX on the allocation of publicly funded social services to women, minorities, and the aging, and changes in allocation of resources in substate areas. The use of purchase of service as an alternate service delivery method is also discussed.

The impact of Title XX on the organization and management of state social service departments is examined in the areas of organizational structure, personnel, training, and informational systems. The effect of the bill on relations between the states and the national government in the administration of social services is also discussed. The support and assistance provided by federal regional offices is examined, as well as the effect of federal fiscal accountability requirements.

Availability: Publication Office, The Urban Institute
2100 M Street, N.W., Washington, D.C. 20037
Price: $4.50
Order No. URI 23700

Accession Number 81306

Title: PROGRAM PLANNING AND EVALUATION IN COMMUNITY-BASED AGENCIES: INSTRUCTOR-FREE TRAINING FOR PARTICIPATORY MANAGEMENT TEAMS

Author: Bernanke, Pamela A.; Parham, Jerry D.; and Baucom, Linda D.; Eds.

Source: Research and Training Center in Mental Retardation, Texas Tech University, Lubbock, TX, 1978, 213 pp.

Funding: Texas Department of Mental Health and Mental Retardation, Texas Planning and Advisory Council on Developmental Disabilities; Department of Health, Education and Welfare

Abstract: This manual provides background information and training skills needed for comprehensive program planning and evaluation in agencies serving the developmentally disabled. The instructor-free training is designed for practitioners who have moved into administrative and management functions but who have never had formal management training. One of the primary goals of the training is to serve as a vehicle for developing participatory management systems within agencies.

The training is designed for teams of agency administrators who frequently work together. The manual provides directions for training procedures and group and individual responsibilities. Each of the ten sessions consists of background information, an individual preparation section, and practical applications for the management team.

After explaining the importance of program planning and evaluation, the manual focuses on accountability and the right to services. Discussed are the developmental model; the principles of normalization, individualization, and self-actualization; sources of consumer dissatisfaction; recent legal actions; and trends in education, residential services, and consumer organizations.

A survey of management theory and style covers the classical, management science, and human behavior theories of management. Information about authority, motivation, and organizational structures is also provided. The manual presents a conceptual model for program planning which includes goals, objectives, strategies, and evaluation. A nine-step model provides guidelines for making decisions and implementing them. Suggestions for delegation, communication, and time management are also given. Emphasis is on evaluation as an integral part of the program plan, and both process and product evaluation are discussed.

The manual describes several types of budgeting systems and explains how managers can utilize them in the program planning and evaluation process. Different types of funding sources and resources are also discussed. A formula for determining when different types of money will be available and basic principles of grant writing are given. A session on developing integrated service delivery systems presents a model for community planning.

Appendices include legislation, litigation, and accreditation mandates for evaluation; an outline of a comprehensive program evaluation model; instructions for evaluators in role play situations; and a list of resources for grant writers.

Availability: Research and Training Center on Mental Retardation
Box 4510
Texas Tech University
Lubbock, TX 79409
Price: $7.50; 3 or more: $7.00 each

Accession Number 81307

Title: NATIONAL STUDY OF SOCIAL SERVICES TO CHILDREN AND THEIR FAMILIES

Authors: Shyne, Ann W., Ph.D.; Schroeder, Anita G., Ph.D.

Source: National Center for Child Advocacy, Children's Bureau, Administration for Children, Youth and Families, Department of Health, Education, and Welfare, Washington, D.C., August 1978, 252pp.

Funding: Same

Abstract: This report summarizes the data generated by a national survey conducted in 1977 of children and families receiving public child welfare services. In addition to producing information on trends in services and recipients since the last comparable study was done in 1961, the survey was also aimed at developing and testing a procedure for obtaining national data in the future.

The authors review the major changes which have occurred in the organization, funding, and emphases of public social services. The method used in the survey is described. The report states that 9,597 questionnaires were returned for a response rate of 87 percent from 101 geographic areas made up of 263 counties and independent cities in 41 states drawn by standard sampling methods. The demographic and social characteristics of the children receiving services are presented as well as data on their living arrangements, family circumstances, and referral reasons.

The questionnaire elicited information on the methods of delivering services, including findings on service plans and goals, whether services were provided directly or purchased, and caseworkers' education and experience. Data is reported for children being served for the eight most frequently occurring problems -- neglect, abuse, financial need, emotional problems of parents, emotional problems of the child, parent-child conflict, abandonment, and parental unwillingness to care for the child. Tables present figures on the ethnicity, school status and median age, source of referral, and services recommended for these problem groups.

Background and highlights of the data for children in foster care are presented, including age by type of facility, ethnicity by type of facility, and reasons for children being placed in foster care. Figures are also given on the number of placements and time spent in placement for the children in the sample.

In the area of adoption the data generated provides background on services rendered to children legally free for adoption and children receiving adoption services. Findings are also presented on children served primarily because they are pregnant, mentally retarded, or are status offenders or children of teenage mothers.

The authors discuss the implications of the survey findings and make recommendations for modifications in policy, programs, and practices and suggest a number of areas for further research.

Appendices include a description of the methodology and survey instruments, a glossary of terms, and a copy of the questionnaire.

Availability: Office of Human Development: Publication Distribution Office
330 C Street, SW, Room G311, Washington, D.C. 20201
Price: no charge

Accession Number 81309

Title: ADOPTION: A GUIDE FOR PARENTS AND PROFESSIONALS (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc., New York, NY, 60 min.

Funding:

Abstract: Two adoption services personnel discuss guidelines for deciding on adoption, criteria for choosing an agency, and factors which should be considered after adoption on this audio cassette tape. Placement philosophies are presented, and the differences between foster care and adoption are explained, stressing the differences in the legal rights of both parents and children.

Various means of adoption are explored, including the use of licensed agencies and gray market and black market organizations. Emphasis is placed upon legal problems which may result from failing to use licensed agencies. Intercountry adoptions are presented for consideration along with information on two specific programs which interested parties may contact. Discussed are visa and immigration issues involved in these adoptions.

Guidelines for finding and dealing with adoption service agencies are presented, and typical agency processes are discussed. Potential post-adoption problems which focus on the need for informing children that they are adopted are also examined.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage & handling

Accession Number 81311

Title: CHILD NEGLECT: UNDERSTANDING AND REACHING THE PARENT

Author: Polansky, Norman A.; DeSaix, Christine; Sharlin, Shlomo A.

Source: Child Welfare League of America, New York, NY, 1977, 94pp.

Funding: Same

Abstract: The results of research on child neglect taken from public agency cases in rural North Carolina and Georgia are presented in this book. The authors analyzed the personalities prevalent among mothers who are seriously neglectful of their children and suggest avenues of treatment. Their purpose was to help caseworkers change the behavior of mothers who have seriously neglected their children.

The authors differentiate between abuse, when a child is deliberately injured, and neglect, when a child's physical, emotional, and intellectual growth and welfare are jeopardized. In assessing neglect, the authors suggest using the Childhood Level of Living Scale developed by the University of Georgia Child Research Field Station staff, which is included in an appendix. An instrument for diagnosing mothers' behavior patterns, called the Maternal Characteristics Scale, is also provided in this book.

Five types of personalities observed most frequently among mothers in situations of child neglect are identified. These are: the apathetic-futile mother, the impulse-ridden mother, the mentally-retarded mother, the mother in reactive depression, and the psychotic mother. The authors provide a brief case history for each to describe the personality type, the etiology, consequences for the children, and treatment methods.

In changing the behaviors of seriously neglectful mothers, the authors emphasize the need for the caseworkers to create trust before attempting the change, and advise that in some cases the caseworker will even need to foster dependence. A set of approaches and techniques for the worker to use in creating this dependency is provided. Guidelines are also included for increasing a mother's verbal accessibility to help the worker assess a mother's maturity and the prognosis for treatment.

Availability: Publications Department
Child Welfare League of America
67 Irving Place
New York, NY 10003
Price: $4.50 plus postage and handling

Accession Number 81312

Title: DEVELOPMENT OF A CHILD SERVICE SYSTEM: A COMMUNITY ORIENTATION HANDBOOK

Author: Halder, Harold D. and Dixon, Rebecca T.

Source: The Human Ecology Institute, Chapel Hill, NC, April 1978, 97pp.

Funding: National Institute of Mental Health

Abstract: This handbook presents a model for a coordinated community-based child care system. The purpose of the system is to enable children to have their needs met within one comprehensive service system.

The handbook addresses a series of problems surrounding the lack of coordination in community services for children and discusses specific areas for change. These include having a system that provides for accountability in meeting needs and serves the child as a whole person rather than according to specific problems.

The description of the model includes its relationship to the community it serves, its internal organization and design, its relationship to the child as a client, and its relationship to other community service systems. The model incorporates the concepts of system governance, effect specification, system management, child service system, and audit of effects. The governance body consists of community representatives who develop a contract (effect specification) with a system manager on the results which the services should produce. The child service system is the actual service delivery component and is held accountable to the governance body for its impact and costs. The handbook describes the internal design and operation of the child service system including the delivery of preventive and corrective services and management procedures.

The document provides descriptions of some of the basic steps involved in developing a community-based child care system such as system initiation, definition and design, installation, and testing. An example of developing and operating such a system is given in a description of a demonstration project conducted in Stanly County, North Carolina. Included in this description are the general design, operating costs and procedures, evaluations from staff and clients, and problems encountered.

Availability: The Human Ecology Institute
211 N. Columbia Street, Suite B
Chapel Hill, NC 27514
Price: $11.95 plus $.75 postage and handling

Accession Number 81322

Title: SUPPORTIVE CARE, CUSTODY PLACEMENT AND ADOPTION OF AMERICAN INDIAN CHILDREN

Author: Swenson, Janet P.

Source: The American Academy of Child Psychiatry, Washington, D.C., April 1977, 93pp.

Funding: Grant Foundation, Northwest Area Foundation, Indian Health Service, National Association of Indian Social Workers, Minority Affairs Office, Department of Health, Education, and Welfare

Abstract: The proceedings of a conference held in April 1977 in Bottle Hollow, Utah which presented issues relative to the placement of Indian children and the developmental uniqueness of Indian children are found in this document. The articles provide an overview of the problems facing American Indian children and their families, reports of different tribes' social services programs, and recommendations which emerged from the participants' discussions.

The welcoming and keynote speeches underscored the fact that Indian children are removed from their homes at a much greater rate than for the population as a whole and that these children are usually placed with non-Indian families. Ethnic confusion and a sense of abandonment, illustrated by the high rate of suicides by adolescent males, are described as the results of these placements. The speakers recognized the great cultural diversity among Indian tribes, the conflict between Indian values and the predominant white culture, and the special legal situation of the reservation vis-a-vis the federal government and the state in which it is located.

General sessions with speakers from Indian child welfare programs addressed supportive care to the at-risk child, placement issues, and special settings for children. Their presentations included brief reports on the Maternal and Child Health Program, Sisseton-Wahpeton Sioux Tribe Reservation; Native American Family and Children's Service in Minneapolis, Minnesota; Urban Child Resource Center in Oakland, California; Papago Tribal Court, Sells, Arizona; Indian Adoption Program of Jewish Family and Children's Services; Project Kanewesha, Yakima, Washington; and services developed by the Warm Springs Tribes in Oregon.

The theme which ran through the conference was the necessity of retaining the tribal heritage and stopping unwarranted placement of Indian children in non-Indian homes and schools. Recommendations were made for using existing services and monies more fully by developing service networks, actively involving tribal councils, and mobilizing community support. The necessity of tribal control over these programs was emphasized, as well as the need for creating a national clearinghouse to disseminate information on all aspects of Indian social services and on proposed legislation.

Appended to the proceedings is the Warm Springs Tribes' Foster Care Standards and Indicators of Child Abuse and Neglect, the American Academy of Child Psychiatry's Position Paper on Indian Child Welfare, and a list of Indian child welfare projects funded by the Department of Health, Education, and Welfare.

Availability: American Academy of Child Psychiatry
1800 R Street, N.W.
Washington, D.C. 20009
Price: $2.00

Accession Number 81327

Title: ILLUSTRATING SERVICES INTEGRATION FROM CATEGORICAL BASES

Author: Horton, Gerald T.; Carr, Victoria M.E.; Corcoran, George J.

Source: Project Share, Rockville, MD, November 1976, 79pp.

Funding: Office of the Secretary, Office of Intergovernmental Systems, Department of Health, Education, and Welfare

Abstract: This report examines services integration techniques used by organizations with single categorical funding bases. The approaches of four specific projects (East Central Kansas Mental Health Center, Brooklyn Family Reception Center, Bethlehem Area Community Education Project, and the Atlanta Rehabilitation Center) are compared, and factors which facilitated or inhibited their efforts to integrate services are presented.

The authors compare the initial development of each of the four projects and the nature of their subsequent expansion and growth. Funding was found to be the key factor which shapes models of service integration.

The East Central Kansas Mental Health Center model illustrates the use of affiliation agreements to expand the geographic area served, number of clients, and number of staff. The absence of state or federal funds to supplement local dollars was a major determinant of this model. In contrast, the Atlanta Rehabilitation Center gives an example of services integration at the state department level that was initiated as a direct result of a large federal grant.

In comparing the management and organizational structure of the four projects, the authors identify common factors which aided or hindered integration. Strong leadership exercised by the project director and a committed and competent staff were cited as facilitating factors, while the absence of a legally constituted board was found to inhibit integration efforts.

After examining general funding and management issues, the authors present a more detailed analysis of the four individual projects. Each case study includes a description of the background, initial development, integration methods, facilitators, and inhibitors to integration and the general conclusions of the authors.

Availability: Project Share
P.O. Box 2309
Rockville, MD 20852
Price: no charge for single copy

Accession Number 81329

Title: CHILDREN OF DIVORCE (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc. New York, NY, 60 min.

Funding

Abstract: Discussed on an audio cassette tape are the psychological effects of divorce on children and ways of assisting them in coping with their feelings. The need for parents to be aware of the symptoms of distress caused by separation is emphasized, and the fact that children may exhibit anti-social behavior as an outlet for their anxiety is expressed.

Specific problems addressed are feelings of shame, denial, guilt, and a preoccupation with reconciliation. It is suggested that parents explain the reasons for the separation objectively and dispassionately. Parents are encouraged to avoid hostile confrontations when possible and to involve themselves in their children's therapy when appropriate. The importance of a continued relationship between the children and the absent parent which may lessen feelings of abandonment and loss is discussed.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage & handling

Accession Number 81330

Title: WORKING MOTHERS (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc. New York, NY, 60 min.

Funding:

Abstract: Consisting of an interview featuring a child development specialist, this audio cassette tape discusses how women can cope with the physical and psychological conflicts which may result from the responsibilities of a home and a career.

Historical and cultural traditions and societal pressures are described as being contributors to the psychological stress experienced by some working wives and mothers. Working women are encouraged to join groups which allow them to discuss their feelings, fears, and needs with their spouses.

According to the tape, if a mother has never worked, she should avoid a return to the job world when her children are between the ages of two and four and during early adolescence. These are considered critical periods during which children are developing autonomy and searching for individual identities. The need for a parent to be an anchor offering stability and understanding is stressed.

Logistical problems such as child care needs and extra time demands on working mothers are examined, and alternatives are suggested for solving some of them.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage & handling

Accession Number 81331

Title: HAVING A HEALTHY BABY (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc., New York, NY, 60 min.

Funding:

Abstract: Provided by this tape are guidelines for pregnant mothers and information about birth defects. Prospective parents are encouraged to consider their ages, health, and family structure before deciding upon having a child.

Advice to expectant mothers includes weighing the effects of heavy smoking, alcohol use, and other drug use on the fetus. The importance of good nutrition is stressed in promoting the baby's health.

Causes and problems associated with premature births are also discussed. Birth defects caused by genetic and environmental factors are examined, and the option of genetic counseling is presented. The timing of pregnancy and the number of other children borne by the expectant mother are mentioned as important factors in predicting the risk of birth defects.

Criteria for choosing an obstetrician are examined, and the need for patients to communicate honestly with the physician is stressed. Examined on the tape are various tests performed by the obstetrician including those for rubella, diabetes, iron content, and the RH factor.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage & handling

Accession Number 81332

Title: PROJECT PARENTING

Author: WBBM-TV, Chicago, IL

Source: WBBM-TV, Chicago, IL, 1978

Funding:

Abstract: A series of press releases describe Project Parenting, a year-long community service campaign conducted by the CBS network affiliate in Chicago.

Project Parenting included weekly broadcasts in which authorities on child health and development and parenting discussed child rearing and responded to questions asked by viewers. In addition, the campaign involved the distribution of resource booklets for parents, bumper stickers, and buttons.

The press releases describe the topic of each program and provide background information on each guest. The topics discussed include working mothers, teenage suicide, communicating with deaf children, nutrition, foster care, single-parent families, and the control of child abuse.

Availability: Attn: Ms. Jean Cook
Capital Systems Group, Inc.
Suite 250, 6110 Executive Blvd.
Rockville, MD 20852
Price: $6.50 prepaid to Capital Systems Group, Inc.

Accession Number 81338

Title: CHILD DEVELOPMENT AND CHILD HEALTH (Film)

Author: Parents' Magazine Films, Inc.

Source: Parents' Magazine Films, Inc., New York, NY, 1975

Funding: Same

Abstract: Child Development and Child Health is a series of four filmstrip sets designed to acquaint prospective parents with the responsibilities of caring for the health of their children and to offer parents and professionals information about the prevention and treatment of customary childhood health problems.

"Health and Safety" examines the health needs of young children, how to meet those needs, and how to determine when professional medical care is essential. Also presented in this set is practical information on "safety-proofing" the home, treating symptoms of common childhood illness and injury, and appropriate responses to emergency situations.

"Love and Identity" emphasizes the need for positive responses to the young child's need for love which is as great and as acute as the child's physical needs. Stressed in this set is the necessity for parents and parents-to-be to recognize the importance of affection as a requirement for the young child's healthy emotional and psychological growth.

"Play and Self-Expression" demonstrates the importance of play in the intellectual and emotional growth and development of a child. This filmstrip set discusses ways in which adults can encourage expression and socialization through play and how play can enable the child to better understand feelings and attitudes about himself and others.

"Food and Nutrition" discusses the nutritional needs of the young child and emphasizes that a variety of ailments can be caused by inadequacies in diet. Also pointed out is the importance of an adequate and nutritional diet during pregnancy in promoting the development and later growth of the unborn child.

Five filmstrips are included in each set. A discussion guide accompanies each set and provides group leaders with discussion questions, methods for using the material, and suggested references. The filmstrips can be ordered with accompanying cassettes or long-playing records.

Availability: Parents' Magazine Films, Inc.
PO Box 1000
Elmsford, NY 10523
Series #1704
Price: Complete series $295.52
Individual set $ 83.48

Accession Number 81339

Title: EVEN LOVE IS NOT ENOUGH

Author: Parents' Magazine Films in Association with the Fran Porter Graham Child Development Center, Child Development Institute, University of North Carolina at Chapel Hill

Source: Parents' Magazine Films, New York, NY, 1975

Funding: Same

Abstract: A series of four filmstrips with records or cassettes presents professionals, paraprofessionals, and parents with the special problems of the handicapped and the diagnostic, treatment, and support services available to the child and his family. It was designed to be used in family life classes at the high school and college level, special education classes, education for parenthood programs, and adult education classes.

The areas of focus are behavioral and emotional disabilities, intellectual disabilities, physical disabilities, and educational and language disabilities. Five filmstrips are included in each set along with audio script booklets and a discussion guide.

The guides provide suggested questions for discussion and a list of relevant books, publications, and organizations.

Availability: Parents' Magazine Films, Inc.
Department B
52 Vanderbilt Avenue
New York, NY 10017
Price: Set of 4: $230.00
Per set: $ 65.00

Accession Number 81340

Title: MOTHERS AND FATHERS (Filmstrip)

Author: Parents' Magazine Films, Inc.

Source: Parents' Magazine Films, Inc., New York, NY, 1977

Funding: Same

Abstract: This filmstrip series is designed to help young parents and prospective parents become aware of the impact of a mother and father's relationship on their children and to reexamine their roles as parents.

"Children and Adults" explores the needs of children and examines how the quality of the mother-father relationship affects the way in which these needs are fulfilled. Also discussed are the special problems faced by single parents in bringing up their children. In addition, the filmstrip examines how parents' attitudes toward the world affect their children's feelings about and interactions with people outside the home.

Emphasized in "Family Relationships" are five factors which greatly influence relationships between mothers and fathers and between parents and children. These are the birth of a child, the family structure, a constantly changing society, money and mobility, and family crises.

Focusing on the parenting role, "Mother/Father Roles" explores the problems that parents face in fulfilling their responsibilities as providers and nurturers. Both traditional and contemporary ways of dividing up parenting tasks are illustrated, and the importance of parents as role models for their children is discussed.

"Changes in the Family" presents concrete suggestions to parents for meeting the needs of their children in the modern world. Active participation and cooperation of parents with self-help agencies, parent groups, family counselors and government programs are encouraged.

Five filmstrips are provided in each set. Also included are a discussion guide, audio script booklets, and records or cassettes for each set.

Availability: Parents' Magazine Films, Inc.
P.O. Box 1000
Elmsford, NY 10523
Price: $295.52

Accession Number 81341

Title: EL MAÑANA ES HOY

Author: Parents' Magazine Films

Source: Parents' Magazine Films, New York, NY, 1978

Funding: Same

Abstract: A parent-education audio-visual program is presented in Spanish and is designed to help hispanic parents promote the physical, intellectual and social development of their children. It is suggested that the program be used in community agencies and parents' meetings in day care centers and schools. The program is oriented toward the overall development of bilingual/bicultural children. It recognizes the additional pressures placed on Spanish-speaking families living in the United States.

The four filmstrip/tape sets included in the program are:

- El aprendizaje comienza en al hogar (Learning Begins at Home): This set explores some of the basic factors of child development with special emphasis on the parent's role as teacher. It considers ways in which parents can further their children's physical and emotional growth, cognitive and language development, and socialization.
- Nuestro idioma, nuestra cultura, nosotros (Our Language, Our Culture, Ourselves): Set 2 examines children's pride in their cultural heritage and the use of their native language as contributing to a positive self-image. Parents are provided with practical suggestions for helping their children develop language skills.
- Del hogar a la escuala (From Home to School): The focus of this set is the enhancement of childhood experiences for preparing children for school.
- Relaciones entre los padres y la escuala (Parent-School Relationships): Set 4 emphasizes the active role parents should take in their children's education. Parents' privileges and obligations in relation to the school are discussed.

A discussion guide accompanies each set and provides family counselors, school-community liaisons, teachers, and other professionals leading the groups with suggested discussion questions, activities, and scripts for each filmstrip.

Availability: Parents Magazine Films
P.O. Box 1000
Elmfford, NY 10523
Price: $295.52 for set of four; Each film: $83.48

Accession Number 81345

Title: · SYSTEM OF SOCIAL SERVICES FOR CHILDREN AND THEIR FAMILIES: AN OVERVIEW

Author: Applied Management Systems, Inc.

Source: Children's Bureau, Administration for Children, Youth and Families, Department of Health, Education, and Welfare, Washington, D.C., 1978, 81pp.

Funding: Same

Abstract: A model social service delivery system for children and families is described in this overview report. Based on the results of a twenty-five state social service study sponsored by the Children's Bureau, Department of Health, Education, and Welfare and a professional consensus, the model has collected the "best practices" and integrated them into a coordinated service system.

The prototype system is divided into two main parts: client service operations and client service supports. Included in client services are those activities which encourage entry into the system and those related to assessment, service planning, referral, and monitoring. Each of these activities is described in detail. The report then shows how service activities are related to other elements of the total system such as legislation, policies, standards, information feedback, and system results. Flow charts and diagrams help to illustrate various processes and their relationships with other parts of the system.

To achieve effective on-line service delivery, a number of support functions are required. The report groups these functions into three main categories: resource management, general management, and self-assessment and planning. Explanations of the purposes and descriptions of the activities under each category are included.

The final section of the report discusses how an agency can begin to change its existing system to resemble that of the model. An incremental approach is outlined which calls for the development of a task force to review the existing system, identify problems, and develop an approach to change.

Availability: Attn: Publication
Administration for Children, Youth
and Families
P.O. Box 1182
Washington, D.C. 20013
Price: no charge

Accession Number 81347

Title: PARENTING SKILLS: A CURRICULUM FOR TEENAGE MOTHERS

Author: Levenson, Phyllis; Hale, James; Hollier, Marlene; Tirado, Cathy

Source: The Authority for Mental Health and Mental Retardation in Harris County, Houston, TX, 1978, 278 pp.

Funding: Bureau of Education for the Handicapped, Department of Health, Education and Welfare

Abstract: This parenting education curriculum for teenage mothers was designed especially for those with high-risk or handicapped babies. The curriculum was developed to teach young mothers to more effectively meet the needs of their children and to cope with the demands of their futures. Emphasis is placed on the mother's feelings, decision-making, and skills as they relate to her child's growth and development.

The curriculum was designed for a twelve-week school semester and consists of twelve independent modules on the following topics: mother's needs, child development, communication, behavior management, nutrition, health care, safety, family planning, prenatal care, and planning for the future. All information presented on child care is oriented toward ways in which teenage mothers can best stimulate their babies' physical and emotional growth.

Each module contains an introduction and rationale for study, personal objectives which require students to demonstrate their responses to the situation presented, "quest activities" which allow the mothers to explore their special concerns, a glossary of terms, teaching aids, and a bibliography.

Availability: Mailing Room
The Authority for Mental Health and
Mental Retardation in Harris County
P.O. Box 25381
Houston, TX 77005
Price: Teacher's Edition: $25.00
Student's Edition: $20.00

Accession Number 81368

Title: GROWING INTO PERSONHOOD AND PARENTHOOD

Author: Johnson, Hildegarde and Brands, Marlene

Source: South Dakota State University, Brookings, SD, 1978, 222pp.

Funding: State Department of Education and Cultural Affairs, Division of Vocational - Technical Education

Abstract: This curriculum guide on parenting practices and child development was designed for a one-semester class for senior high school students.

The following seven areas are covered in the guide: understanding who you are, communications skills, parenthood readiness, parenting responsibilities, child abuse and neglect, preparing for parenthood, and development of the child. Each area is defined by a rationale, key ideas, and behavior objectives. The guide gives suggestions for activities for the teacher to conduct in presenting the material. Activity sheets to be used as student handouts are provided, as well as exercises to be shown on an overhead projector.

Examples of activities include preparing family portraits, discussing pressures for and against parenthood, gathering data on the costs of having a child and caring for him/her for the first year, and practicing resolution of parent-child conflicts through role playing. The section on child development provides adolescents with opportunities to increase their understanding of the physical, emotional, social, and intellectual growth of a child through age twelve.

Also included are references to additional resource material to supplement the guide. Availability information for obtaining the material is provided.

Availability: South Dakota State University Bookstore
South Dakota State University
Brookings, SD 57006
Price: $6.75 plus postage

Accession Number 81370

Title: CHILD WELFARE STRATEGY IN THE COMING YEARS

Author: Schoenberg, Carl, ed.

Source: Children's Bureau, Administration for Children, Youth and Families, Department of Health, Education, and Welfare, 1978, 465pp.

Funding: Same

Abstract: A collection of policy papers concerning a broad range of child welfare issues is presented in this book. Its purpose is to assist program directors in developing and improving social services for children and their families.

Alfred Kadushin's paper, "Child Welfare Strategy in the Coming Years" provides an overview and general framework for the subsequent papers which focus on specific problems and services. After defining and describing child welfare services as they exist in the context of today's society, Dr. Kadushin examines demographic, socioeconomic, and ideological changes that affect the operation of the child welfare service system. He concludes by suggesting that the future direction of child welfare services should be toward specialization, that is, a greater concern with the development of specialized knowledge and skills necessary to help children and families in need.

Some of the policy papers which follow focus on the problems and service needs of specific target groups such as young parent families, status offenders, neglected children, and children of divorced parents. Others examine organizational structure and trends in specific service systems such as Kermit Wiltse's paper on "Current Issues and New Directions in Foster Care" and Elizabeth Cole's paper on "Adoption Services Today and Tomorrow." Also included in the collection are papers which examine the delivery of child welfare services to minority group children and families, personnel issues in child welfare, and the potential for reducing substitute care through a national family policy.

Availability: Department of Health, Education, and Welfare
Distribution Unit
330 C Street, S.W., Room G311
Washington, D.C. 20201
Price: no charge
Publication No. DHEW-(OHDS) 78-30158

Accession Number 81371

Title: FAMILY VIOLENCE (Tape)

Author: Cassette Communications, Inc.

Source: Cassette Communications, Inc. New York, NY, 60 min.

Funding:

Abstract: Two domestic violence experts discuss the causes, extent, and types of spouse abuse and child abuse and neglect on this audio cassette. Presented on the tape are the characteristics of a variety of abusive situations and abusers.

The importance of treating both victims and abusers with respect and dignity is stressed. Service agencies are encouraged to respond with empathy to abused persons and to provide expanded services for persons in abusive situations.

Discussed on the tape are the reporting responsibilities of persons who suspect abuse, and the problems encountered by victims when dealing with the court and economic and social systems. The lack of support systems for battered spouses and counseling services for male abusers is examined, and suggestions are made for improving the delivery of such services through improvements in mental health systems. Parent advocates, parenting groups, parenting courses, and other community based programs are seen as critical in assisting families who need help.

Availability: Cassette Communications, Inc.
175 Fifth Avenue
New York, NY 10010
Price: $9.95 plus $.75 postage and handling

Accession Number 81373

Title: JUSTICE FOR OUR CHILDREN

Author: Romig, Dennis A.

Source: Lexington Books, D.C. Heath and Company, Lexington, MA, 1978, 206pp.

Funding:

Abstract: This state-of-the-art report on the juvenile justice system examines the failures and successes of various rehabilitative approaches. It discusses why the system fails to help troubled youth and suggests ways to learn from past experiences to improve specific types of treatment programs and the system as a whole.

An intense review of one hundred seventy studies concerning the rehabilitation of juvenile delinquents was the basis for this report. Each study met both of the following criteria: use of either a randomly assigned or matched control group and the measurement of program effectiveness in terms of behavior.

The first portion of the report includes studies on program interventions which have been tried in both institutional and community-based settings. These include casework, behavior modification, vocational programs; individual, group and family therapy, and therapeutic camping. Studies concerning system-wide interventions such as diversion, probation, and deinstitutionalization are examined in the second part of the report. Each chapter is devoted to a specific type of program or system-wide rehabilitation approach.

The results of relevant studies are reviewed, and a summary of the findings is presented. Based on the findings, the author makes his own conclusions on how to improve existing methods of rehabilitation. An ideal juvenile justice rehabilitation system is outlined in the final chapter.

Availability: Lexington Books
125 Spring Street
Lexington, MA 02173
Price: $18.00

Accession Number 81382

Title: MIXED FAMILIES

Author: Ladner, Joyce A., Ph.D.

Source: Anchor Books, Garden City, NY, 1978, 333pp.

Funding:

Abstract: The motives and experiences of white Americans who adopt black children are examined in this study of transracial adoptions.

One hundred-thirty-six parents from Georgia, Missouri, Washington, D.C., Maryland, Virginia, Connecticut and Minnesota participated in the study. The majority of parents were selected from rosters of local chapters of the Open Door Society and the Council on Adoptable Children. The author, a black sociologist, conducted interviews with each set of parents in their own homes. Under investigation were such issues as the effect of the adoption on the biological children, reactions of friends and families, the philosophies of the adopting parents on race relations and black identity, their experiences with adoption agencies, and their expectations and hopes for their children's future.

In summarizing the history of transracial adoptions, the author points out various social forces which influenced white families to begin adopting black children and which influenced agencies to change their policies accordingly. She also examines the fundamental conflict in values between black social workers and black nationalists on one hand and adoption agencies and white adoptive parents on the other which has led to considerable controversy on the subject of transracial adoptions. The opposing values of black autonomy, which is espoused by black social workers, and racial integration, a concern of many white adoptive parents, are discussed in this context.

The author presents a number of case studies which illustrate various motivations of white parents in adopting black children and their perceptions of racial identity as it relates to their black child. Also included are the testimonies of two black adults and four black children about their feelings and experiences in being raised by white adoptive parents. A chapter on the politics of child welfare examines the failure of agencies to rehabilitate families so that children can be returned home and to find permanent homes when reuniting families is not possible.

Current efforts to reform and improve child welfare services such as the greater use of adoption subsidies and increased attention on recruitment of back homes are also cited.

Availability: Anchor Books
Anchor Press/Doubleday
245 Park Avenue
New York, NY 10017
Price: $3.95

Accession Number 81412

Title: PLANNING FOR ADOPTION

Author: Western Federation for Human Services, ed.

Source: Western Federation for Human Services, Northwest Adoption Exchange, Boise, ID, n.d., 328pp.

Funding: Western Federation for Human Services and Utah Department of Social Services

Abstract: A collection of handbooks and resources used in placing older, physically handicapped, or mentally retarded children is presented in this adoption manual. The manual is divided into seven sections, each of which deals with a different aspect of adoption.

"Helping Children Move into Adoption" was written specifically as a handbook for adoption and foster care workers. It offers examples of how workers can help a child during the placement experience and the worker's responsibility to the adoptive parent or foster parent. A daily living schedule is included for adoptive parents to use in learning personal preferences of an older child.

The adoption of older and handicapped children is discussed in the second section through the example of the approach taken by Spaulding for Children, a private adoption agency in Michigan. The description of the Spaulding approach includes the agency's philosophy, methods of finding families, the mechanics of placement, post-placement services, and adoption disruptments. Two case studies feature a child with cerebral palsy and a mentally retarded adolescent.

Disruption, the term used to describe what happens when an adoption placement fails, is further examined from the perspectives of a caseworker, child, and parents. Both positive and negative experiences are described. Also included is a checklist which examines the caseworker's role in disruption.

"Permanent Planning for Children in Foster Care: Handbook for Social Workers," by the Regional Research Institute for Human Services, Portland State University, is a step-by-step guide for securing permanent placements. It includes detailed directions on assessing the barriers to returning a child home, structuring a treatment program, choosing an alternative permanent plan, freeing a child for adoption, and preparing a termination case for the court. The handbook also includes a case planning questionnaire and sample forms to accompany the permanent planning process.

A handbook for parents who adopt an older child includes short discussions on the experiences of older adopted children, the role of the adoptive parent, discipline, and supervision from caseworkers.

Also presented is a list of adoption exchanges and foreign adoption agencies, along with a discussion of the need for listing services and how to use them. Educational materials which were assembled and reviewed by the North American Center on Adoption are described, and availability information is presented. A bibliography of selected readings is divided into material for caseworkers, parents, and children.

Availability: Western Federation for Human Services, Inc.
1709 West Jefferson, P. O. Box 2526, Boise, ID 83701
Price: $20.00. Checks payable to Northwest Adoption Exchange,
Western Federation for Human Services

Accession Number 81416

Title: THE LAST TABOO (Film)

Author: Motorola Teleprograms, Inc.

Source: Motorola Teleprograms, Inc., Schiller Park, IL, 1977, 28 min.

Funding:

Abstract: Filmed during a workshop dealing with sexually abused women, "The Last Taboo presents the actual victims of incest describing their experiences and traumas. T purpose of the workshop was to facilitate a self-healing process for women who hav experienced years of repression and inadequate adjustment after the traumatic inci dents occurred.

Techniques used by the workshop facilitators include the total physical part cipation of the clients which allows them to remember and reexperience the trauma and begin to discharge the negative visual, auditory, and kinetic memories. Clients are encouraged to become indignant and to make assertive statements and movements which contradict their powerless feelings from the past. The goals of the workshop were to help women assume an independent stance and take charge of their lives. According to the film, many women who have been subjected to sexual abuse in early childhood have approach-avoidance reactions to physical interaction later years. The source of these feelings is discussed, and suggestions are made for overcoming them.

Included with the film are instructor's materials which provide topics for discussion, suggestions for using the film in a workshop format, and a bibliography of materials on sexual abuse.

Availability: Motorola Teleprograms, Inc.
4825 North Scott Street, Suite 23
Schiller Park, IL 60176
Price: $395.00 plus $2.32 postage & handling; Rent: $60.00/week
Available in 16mm film and 3/4" videocassette

Accession Number 91447

Title: THE CHILDREN'S GROUP -- PREPARING A CHILD FOR ADOPTION

Author: Image Associates

Source: Image Associates, Santa Barbara, CA, n.d., 17 min.

Funding:

Abstract: This seventeen-minute film depicts a group of foster children discussing their feelings about foster care and adoption. The group is led by two social workers who help the children examine their thoughts and feelings. The film is designed to be used to train social workers with limited experience in working with children's groups. The function of the group is to supplement caseworkers' efforts by enabling children to interact with their peers and discuss common experiences. Also cited as appropriate viewers are prospective adoptive parents who are interested in learning about various backgrounds of children awaiting placement.

The group co-leaders demonstrate and comment on their group work techniques. The responsibilities of the leaders are also discussed. Emphasis is placed on encouraging each child to express fears and other feelings and conceptions.

The film shows children discussing the reasons they were separated from their natural mothers, what it is like to move from foster home to foster home, relationships with foster brothers and sisters, and the differences between foster parents and adoptive parents. Role plays demonstrate the children's conceptions of a foster child's first visit with a prospective adoptive family.

Other therapeutic techniques with children's groups such as artwork and puppets are also mentioned. Suggested questions are provided to stimulate discussions on establishing a children's group and the responsibilities of the leader.

Availability: Image Associates
P.O. Box 40106
352 Conejo Rd.
Santa Barbara, CA 93103
Price: $200 Rental $25.00/2 days

Accession Number 91448

Title: THE PARENTS' GROUP--WORKING WITH THE ADOPTIVE FAMILY

Author: Image Associates

Source: Image Associates, Santa Barbara, CA, n.d., 19 min.

Funding:

Abstract: In this nineteen-minute film, a group of adoptive parents discuss the challenges associated with integrating an older child into a family. It is primarily designed as a training film for social workers who have had limited experience in leading post-placement groups. Adoptive families and older children also are suggested as possible audiences of the film if given appropriate preparation.

The group co-leaders act as facilitators to help the parents in their experiences and gain support from one another. Emphasis is placed on encouraging group participants to examine their feelings about being adoptive parents and to discover their own solutions to problems. The co-leaders comment on their facilitating techniques.

The issues raised in the film are common of post-placement parent support groups. Problems such as an adopted child's acting-out behavior, desire to return to his or her foster parents, and relationship with adoptive siblings are discussed.

Suggested discussion questions are provided with the film. Questions focus on the content, group process, and facilitating techniques.

Availability: Image Associates
PO Box 40106
352 Conejo Rd.
Santa Barbara, CA 93103
Price: $200.00 Rental: $25.00/2 days

Accession Number 91465

Title: CHILD CENTER OF OUR LADY OF GRACE: STATEMENT OF POLICIES AND GUIDELINES

Author: Child Center of Our Lady of Grace

Source: Child Center of Our Lady of Grace, St. Louis, MO, January 1975, 15 pp.

Funding: Same

Abstract: The Child Center is a comprehensive treatment and evaluation center for emotionally disturbed children ages preschool through seventeen. This report describes the services and policies of the Center.

The rationale of the multidisciplinary team treatment approach is discussed, and the role of the educational therapist is stressed. The Center provides individual treatment plans which focus on rebuilding and developing ego functions and analyzing and understanding conflicts and behaviors. The professional staff includes a child psychiatrist, a psychologist, social workers, counselors, guidance workers, recreational and art therapists, a speech pathologist, residential therapists, and volunteers.

Four basic services are described in this report: day treatment program, residential treatment program, adolescent treatment program, and outpatient/aftercare treatment program. The administrative responsibilities are explained, and a chart illustrates the organizational structure. The roles and responsibilities of the psychology, social service and speech therapy departments are also described, as well as evaluation services which are provided prior to an assignment to a program.

The day treatment program centers on identifying and fulfilling the child's special needs through careful programming. The two areas of concentration which are described are educational therapy and adjunctive therapy, which includes art, music, physical education and other components and is structured to allow the child to realize a sense of self-worth by succeeding in variety of situations.

The criteria for admission to the residential treatment program are listed. The therapeutic model--milieu therapy--has several components, including adult role modeling, individual programming, positive peer culture, formal behavior modification, reality therapy, and individual and group psychotherapy.

The adolescent treatment program emphasizes the growth process and the provision of a supportive environment. Activities are described which provide treatment for the adolescent as an individual and as a group member. Counseling and psychotherapy services are also discussed.

Outpatient services are provided primarily as aftercare; however, children and adults who have not been treated at the Center may also receive a variety of outpatient services. The services may include individual or group psychotherapy, family counseling, academic tutoring, educational therapy, evaluation services, recreational activities, and parent education groups.

The report also includes a description of the rules and regulations of the Center.

Availability: Child Center of Our Lady of Grace
7900 Natural Bridge Road
St. Louis, MO 63121
Price: no charge

Accession Number 91468

Title: PULLING UP ROOTS

Author: Schenk, Quentin F. and Schenk, Emmy Lou

Source: Prentice-Hall, Inc., Englewood Cliffs, NJ, 1978, 190 pp.

Funding:

Abstract: This book focuses on the relationship between young adults aged eighteen to twenty-five and their parents.

Practical advice is offered to help parents to recognize that their children are maturing adults and to encourage their children to be independent. In addition, suggestions are offered to help young people assume responsibility for their own emotional, social, and financial support. Case studies are used to present a variety of issues which are commonly present in relationships between young adults and their parents.

The book discusses the appropriate use of parental authority in the areas of possessions, territory, and aspirations. The section on money examines the period of financial dependency, defines the young adult in financial terms, gives reasons why problems arise, and suggests that parents teach the economic facts of life to their children. The authors indicate that a discussion on family finances should include sharing information on checking accounts, income, credit cards, loans, taxes, and health insurance.

Four types of behavior are discussed which often cause stress: homosexual relationships, cohabitation with a member of the opposite sex, membership in religious cults, and drug use. Also described are coping problems which affect an individual's ability to grow to adulthood. These are alienation, illness, anxiety, depression, and suicide. The occupational career development of young adults is also presented.

The book also includes a brief discussion of the traditional goals of parenting.

Availability: Order Department
Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632
Price: $3.95

Accession Number 91472

Title: A MODEL FOR INTAKE DECISIONS IN CHILD WELFARE

Author: Phillips, Michael H.; Haring, Barbara L.; Shyne, Ann W.

Source: Child Welfare League of America, Inc., New York, NY, 1972, 101 pp.

Funding: Community Services Administration, Department of Health, Education and Welfare

Abstract: This research report examines the various factors influencing caseworkers in making child placement decisions. It summarizes the findings of a three-year study which was conducted to determine the situational and behavioral characteristics associated with in-home and placement decisions. Data were analyzed on the types of information collected and on the types needed. It was concluded that placement decisions are often based on the predelictions of individual workers and agencies, and that there is a need for greater consistency in the data gathered at intake.

An intake interview guide was developed which was pretested, and the data generated and the resulting decisions were reviewed by six expert practitioners. The outcomes of this phase of the study are reported, which supported the utility of a guide and also underscored the variations in child welfare decisions. The report describes the revisions that were made and the field test which was conducted in public agencies in New York City, St. Louis, and Los Angeles County. Statistical results are provided as well as caseworkers' reactions. Listed are the characteristics of mothers, fathers, and children which were significant in decision-making.

The final revised intake guide is provided in this report. It is designed for use during the first in-person interview with the mother, father, or guardian of the child in need of service. Suggestions for using the guide are also given.

Availability: Publications Department
Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003
Price: $4.95 prepaid

Accession Number 91687

Title: CHILD MENDERS

Author: Weber, George H.

Source: Sage Publications, Beverly Hills, CA, 1979, 223 pp.

Funding:

Abstract: Focusing on the problems of treating institutionalized delinquents, this book contains a series of cases in the format of vignettes and guidelines for using them in a workshop format. The book was designed for individuals working with youth in residential settings and individuals preparing to work in the field.

Each of the vignettes presents a different problem with no specific recommended resolution. Such an approach was used to allow the practitioner the opportunity to develop his/her own solutions to delinquency treatment problems. Subjects addressed are incorrigibility, drug abuse, suicide, parental rejection, runaways, foster home placement, diversion projects, and staff disagreements. The book examines a number of problems associated with the treatment of delinquent youth, including those created or amplified by poorly trained staff, institutional rigidity, and lack of community interest or understanding.

The book also includes a workshop for adapting the vignettes to use as curriculum material in university or community college courses or in-service training programs. The major emphasis of the workshop is on the analysis of the human interactions occurring in the vignettes. The workshop section suggests a number of concepts and procedures that may be used in analyzing the material in the book, a sample vignette analysis, and questions to aid in discussion of the vignettes.

Availability: Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, CA 90212
Price: $15.00

Accession Number 91473

Title: PARENTING PRESCHOOLERS

Author: Lindsay, Jeanne

Source: Morning Glory Press, Buena Park, CA, 1978, 185 pp. and 93 pp.

Funding:

Abstract: A student manual and teacher's guide comprise this parenting curriculum for high school students. It consists of a series of study guides for ten recently published child care books in a question-and-answer format.

The study guides were designed to help students draw out the important concepts in each book and to react to those ideas. The guides contain both factual and open-ended questions to encourage each student to think about how those ideas can be applied to his/her own life.

Topics in the eighteen-week curriculum include preschool children's emotional, intellectual, and physical development; techniques for parents; illness and accidents; non-sexist childrearing; nutrition; marriage; and single parenthood. The teacher's guide provides student objectives for each book and for teaching parenting. The answers to the study guide questions are also given here.

Availability: Morning Glory Press
6595 San Haroldo Way
Buena Park, CA 90620
Price: Teacher's Guide: $7.95
Student's Guide: $3.95; 10 copies: $35.00
Add 10% for postage; California residents add 6% sales tax

Accession Number 91479

Title: CHILD ABUSE: CAUSES AND PREVENTION

Author: Radl, Shirley L.

Source: Lansford Publishing Co., Inc. San Jose, CA,1974, 1977

Funding:

Abstract: Four audio cassettes, a manual on starting a hotline, and supplemental reading materials are included in this child abuse prevention package. It is designed to be used by both professionals and non-professionals who are interested in learning more about child abuse causes and prevention techniques.

Four taped lectures trace the history of child abuse from the turn of the century to the present, and discuss what is being done to prevent child abuse and what needs to be done. Numerous case examples show the ways in which child abuse can be manifested and some of the underlying causes. The lectures discuss the cyclical pattern of abused children becoming abusive parents, citing the statistic that 66 percent of abusive parents were themselves abused as children. The impact of marital problems and other personal and professional pressures are discussed. The lectures emphasize the potential for all parents, regardless of background or economic status, to become child abusers if they do not have someone to whom they can express frustrations and anxieties. Hotlines are described as an effective approach toward preventing child abuse.

A manual, How To Start A Parental Stress Hotline, lists the steps necessary to conduct such a project. Included in the manual are guidelines concerning community contacts, long and short-term goals, publicity, fund-raising, and the training and orientation of volunteers. An appendix includes a reading list, a list of agencies throughout the country concerned with the problem of child abuse and neglect, and sample record keeping forms, news releases, and proposals.

The package also includes supplementary material such as the book Mother's Day is Over, a directory of child abuse and neglect audiovisual materials published by the National Center on Child Abuse and Neglect, and various information from the National Committee for Prevention of Child Abuse.

Availability: Lansford Publishing Company
P. O. Box 8711
San Jose, California 95115
Price: Package: $79.95; Manual $5.00
Postage and handling additional if invoiced

Accession Number 91481

Title: FAMILIES AND SCHOOLS: IMPLEMENTING PARENT EDUCATION

Author: Education Commission of the States

Source: Education Commission of the States, Denver, CO, January 1979, 41 pp.

Funding: Office of Education; Children's Bureau; and the ECS Interstate Migrant Education Project

Abstract: A collection of ten papers addresses the feasibility of implementing parent education programs in public schools. Ten social service professionals, political leaders, researchers, and educators discuss the pros and cons of implementing parent education programs, offer strategies, and point out possible problems.

Some of the problems involved in providing parent education in schools were listed as the possible infringement upon child and family services provided by other human service agencies, ideological tensions, a limited parent education technology, and narrowly defined objectives.

The program concept necessary for successful implementation, according to one author, is one which is broad, diverse, and firmly rooted in reality. Three models of programs -- family impact, school impact, and community impact -- and policy implications for their implementation are described. The goal of the first is to improve the family's capability of providing a healthy learning environment in the home through parental involvement in the schools; the second is aimed at making the schools more responsible to family needs; and the third focuses on involving parents in a variety of roles with the school, health delivery systems, and social service agencies.

Another author suggests broadening the concept of parenting education and implementing a comprehensive program which integrates family and parent education studies into all levels of school curricula. This program would encourage pre-marriage counseling for very young couples, develop community-based family education programs, and incorporate the functions of PTA groups.

It is suggested that school systems develop plans which include infant, toddler, and child care programs in schools on a wide basis. Such programs would include the identification of the needs of young children, the arousal of interest and support among students, a laboratory for the students' direct experience, and the opportunity to teach young parents about parenting at a time of high motivation. The establishment of a supportive, nonjudgmental environment with the emphasis on personal growth is stressed.

One author lists a variety of forms in which parent education classes can be presented. These include small discussion groups, using parents as paid or volunteer aides for classroom participation, and combined parent-teacher workshops. Suggestions for obtaining support for such a program are also provided.

Availability: Education Commission of the States
Suite 300, 1860 Lincoln Street
Denver, Colorado 80295
Price: $3.50

Accession Number 91487

Title: THE ADOPTION OF BLACK CHILDREN

Author: Day, Dawn

Source: Lexington Books, Lexington, MA, 1979, 156 pp.

Funding:

Abstract: Issues and statistics relating to the adoption of black children are presented in this book.

Research was conducted comparing the number of placements of black and white children, the attitudes of social workers toward black and white mothers, and transracial adoption. The majority of the studies took place in social service and adoption agencies in Washington, D. C. and Baltimore, Maryland.

Studies consistently showed that black mothers and their children received less help from social agencies than did white mothers and their children. Statistics indicate the reluctance of agencies to accept the relinquishment of a black child. The absence of adequate outreach efforts by agencies to find black homes for black children is also noted. However, agencies which employed black social workers were more highly involved in finding homes for these children. Black social workers were presented as an asset to an agency because they interpreted black culture to white social workers, contributed effective methods for reaching adopters in the black community, and, by their presence, reassured black applicants of the agency's commitment to help. Agency policies regarding the placement of black children are also discussed.

A chapter of the book is devoted to the procedures of New York City's Adoption Service and the impact of the race of the social worker on processing clients. Studies indicated that black social workers were more successful in maintaining contact with black clients than were white social workers.

A discussion on transracial adoption examines the effects on black children adopted by white parents, the adopters' attitudes, and societal implications. This discussion stresses that emphasis should be placed on recruiting black adoptive parents first.

Creative and effective techniques for recruiting black adoptive parents are also presented. Publicity methods, processing techniques, and interagency cooperation are discussed. A discription of one agency's publicity program is provided in an appendix.

Availability: Lexington Books
D. C. Heath and Company
125 Spring Street
Lexington, Massachusetts 02173
Price: $15.50

Accession Number 91497

Title: DEVELOPING WORKLOAD STANDARDS FOR CHILDREN AND FAMILY SOCIAL SERVICES

Author: Peat, Marwick, Mitchell & Co. in association with the Child Welfare League of America, Inc.

Source: Children's Bureau, Administration for Children, Youth and Families, Office of Human Development Services, Department of Health, Education and Welfare, 1978, 85 pp.

Funding: Same

Abstract: A methodology to be used by public children and family service agencies in developing and implementing workload standards is presented in this guide. Information on how work is measured, how workload standards are constructed, and how the standards can be used is also included.

A workload standard is defined as the amount of time it should take on the average for a caseworker to preform a defined unit of work. According to the guide, the workload management system traditionally used is the "ideal caseload" method which does not account for the differences in time required to provide services for individual cases. This guide was developed to assist agencies to set standards which reflect the actual time the caseworker has available and the time needed to serve each of his/her clients.

Some issues that must be resolved before workload standards can be established are given. These include the need for uniform classifications and definitions of children and family social services; the varied state and local service for each client; staff resistance to workload standards; and the need to ensure the delivery of quality service.

The uses of workload standards are described in terms of workload management and staff projections. In workload management they are used to make the best distribution of cases among the service workers; in staff projections, they provide a rational base for estimating and demonstrating future staff needs.

A seven-step procedure is presented, along with optional courses of action. The steps are:

- Develop a plan for the use of workload standards;
- Form a task force to develop the standards;
- Determine and define work units for which standards are to be developed;
- Prepare and implement a work measurement study;
- Translate the measured workload into the workload standard;
- Develop a catalogue of work units and standards; and
- Validate and update the standards.

A chapter on implementation examines some of the issues which a state should consider, including manpower and financial resource requirements. Employee labor unions and the handling of workload standards in collective bargaining are also discussed. A Gantt chart illustrates a schedule for developing and implementing workload standards. The experience of the Illinois Department of Children and Family Services in developing workload standards is reflected here and in the appendix.

Availability: Distribution Unit, Office of Human Development Services, P.O. Box 1182, Washington, DC 20013. Price: no charge for single copies

Accession Number 91503

Title: SOME EMERGING ISSUES IN LEGAL LIABILITY OF CHILDREN'S AGENCIES

Author: Rose, Carl M.

Source: Child Welfare League of America, Inc., New York, NY, 1978, 68 pp.

Funding: Same

Abstract: This book outlines several issues surrounding the legal responsibility of child welfare agencies and the implications for practice. The child welfare problems facing the courts and legislatures are discussed, as are the theories behind various solutions to these problems. Related landmark court cases are used to illustrate specific points.

A discussion of the agency-child relationship focuses on children's constitutional rights and the expansion of malpractice liability. Discussed is the impact of children's rights cases on the legal doctrine of *in loco parentis*, which states that persons and institutions caring for children occupy the legal position of children's parents. Recent cases involving incarcerated juveniles and students illustrate that the doctrine cannot be used to overcome a child's constitutional rights. In addition, the liabilities which derive from the agency's professional relationship to the child are explored in light of various types of malpractice suits.

The issue of a child's "right to treatment" is discussed in relation to institutionalization, protection, education, and habilitation. The potentially damaging consequences of withholding treatment from children institutionalized during their formative years are noted.

Some of the most difficult legal questions facing the courts, legislatures, and child welfare agencies focus on the issue of child placement. The rights of natural fathers, termination of parental rights, the relationship between natural and foster parents, and race and religious discrimination in placing children are discussed and illustrated by landmark court cases.

Recordkeeping and potentially conflicting policies of privacy and disclosure are also discussed. Federal and state disclosure laws are presented, including the rights of a parent to have access to a child's educational records. A special situation involving the duty of child welfare agencies to disclose information in order to warn potential victims is also discussed through case studies.

The appendix includes a list of cases and statutes which have played major roles in the current litigation on child welfare agencies.

Availability: Publications Department
Child Welfare League of America
67 Irving Place
New York, NY 10003
Price: $6.00

Accession Number 91507

Title: CHILD WELFARE PERSPECTIVES: SELECTED PAPERS OF JOSEPH H. REID

Author: Shyne, Ann W., Editor

Source: Child Welfare League of America, Inc., New York, NY, 1979, 154 pp.

Funding: Same

Abstract: This book contains a collection of thirteen papers written by Joseph H. Reid, the executive director of the Child Welfare League of America for twenty-five years. The papers are divided into four general subject areas: Child Welfare Policy and Program, Interdependence of Public and Voluntary Agencies, Child Welfare Services, and Education and Utilization of Staff.

The first section consists of general statements on child welfare. "The Challenge of the Next Decade" discusses the changes which have occurred in child welfare in recent years, the essential components of child welfare services, and the need for a financial assistance program. Other issues presented in this section are child welfare in industrialized countries, a national child welfare policy, and services to vulnerable families.

The relationship between public and voluntary agencies is examined in three papers. The different characteristics of these agencies, the need each has for the other, and the importance of citizen participation are discussed. The responsibility of voluntary agencies to be active in effecting social policy change is emphasized, as is the role of the private agency in advocating for children's rights.

The third section contains papers dealing with specific child welfare services, institutional care, adoption, and day care. Also discussed is the responsiblity of family and children's agencies for the rehabilitation of families.

The final papers discuss personnel needs and suggest ways to recruit and use trained staff. The need for a stronger master's curriculum in social work education is also emphasized.

Availability: Publications Department
Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003
Price: $10.00, 10-49 copies: 15% discount, 50 copies: 20% discount

Accession Number 91525

Title: WHY CAN'T I HAVE A HOME?

Author: Governor's Advocacy Council on Children and Youth

Source: Governor's Advocacy Council on Children and Youth, Raleigh, NC, December 1978, 69 pp.

Funding: Same

Abstract: This study was conducted by the North Carolina Governor's Advocacy Council on Children and Youth to examine the status of foster care and adoption in North Carolina and to make recommendations based on the findings.

This report contains descriptive and statistical information in the following areas: what happens before foster care, including a profile of birth parents, reasons for placement in foster care, and services to the birth family; removing the child from the family; and placing the child in foster care, including discussions on services provided by county departments of social services, and the costs of family foster care and institutional care. Other topics studied were services provided to foster children and their families after placement and the development and implementation of a permanent plan for a child involving either termination of parental rights or returning the child to the birth parents.

Recommendations relating to these areas focused on the benefits of permanent planning. Highlighted among the recommendations was the establishment of a computer-based tracking system to monitor and manage the foster care system and to identify children who have been in foster care an unnecessarily long period of time. Also mentioned was the revision of the state's AFDC eligibility rules and payment levels so that they encourage, rather than discourage, the retention of children in their own homes. Recommendations also related to caseworkers, calling for increased training, salaries, support, and guidelines, especially ones for removing a child from his home. Other recommendations dealt with state payments to foster parents, foster parent training, licensing of child-caring institutions, judicial review, law amendments, special efforts to place "hard-to-place" children, and a statewide clearinghouse listing children freed for adoption.

Availability: Governor's Advocacy Council on Children and Youth
North Carolina Department of Administration
Howard Building, 112 West Lane Street
Raleigh, NC 27611
Price: $1.04

Accession Number 91526

Title: A WAY OF CARING: THE PARENTS GUIDE TO FOSTER FAMILY CARE

Author: Rutter, Barbara A.

Source: Child Welfare League of America, Inc., New York, NY, 1978, 58 pp.

Funding: Same

Abstract: This guide was written for parents who have a child in foster care or one who is about to go into foster care. It includes suggestions in areas ranging from preparing a child for placement to handling the return home.

A description of foster care includes definitions of voluntary and court-ordered placements, a discussion of the types of foster homes, and a list of parents' legal rights. The responsibilities of the parents are to maintain and strengthen their relationship with the child, to work on the problems which necessitated the placement, and to provide financial support if able.

In preparing a child for placement, the guide addresses guilt feelings, ways to tell the child about foster care, and pre-visits to the foster home. Both the child's and the parents' reactions to separation are described in the stages of shock, protest, despair, and adjustment. Suggestions for helping parents to cope with these states are provided.

The guide discusses visiting schedules and what to do on a visit. The foster parents' role is discussed, and ways in which the biological parents can help to establish a constructive relationship with the foster parents are presented. The guide also examines the relationship between the social worker and the parents. Possible problem areas which are discussed include telling relatives and friends about the placement, making promises, and celebrating holidays and family occasions.

The return home is described in terms of the child's and the parents' reactions, the "honeymoon period," handling the fact of foster care, and remembering the foster parents.

Appendices include a list of questions for a parent to ask the social worker and a form for providing information for the foster parents.

Availability: Publications Department
Child Welfare League of America, Inc.
67 Irving Place
New York, NY, 10003
Price: $3.95 prepaid

Accession Number 91527

Title: FOSTER PARENTING YOUNG CHILDREN

Author: Felder, Evelyn H.

Source: Child Welfare League of America, Inc., New York, NY, 1979, 85 pp.

Funding: Same

Abstract: Written by a foster parent, this guide addresses all aspects of the foster parent's role with young children.

The guide suggests that prospective foster parents make an inventory of their resources before an agency caseworker does. This includes assessing family stability, physical and emotional health, the relationship with biologic children, and depth of commitment.

Suggestions for handling the first days of placement are provided, and family adjustments which may be necessary are discussed. Also examined are the areas of difficulty which foster parents frequently have to cope with such as eating habits, bowel and bladder training, destructiveness, sleep patterns, passivity, and low self-esteem.

Discipline is defined as the methods used to train the child in self-control and loving obedience to a standard which considers both his needs and the rights of others. The author advises against the use of physical force as a disciplinary tool. Instead, she recommends an approach to discipline which involves putting some structure into the child's life, listening to the child, acting to break up cycles of misbehavior, being flexible, and setting standards. Also given are several corrective methods for dealing with misbehaviors. First, the author states, the foster parent should try to develop a warm, affectionate base for interaction. The careful observation of a behavior for later analysis is also suggested.

The relationships between the foster parents and the caseworker, the agency, and the biologic parents are also examined. Responsibilities are defined, and suggestions are provided for handling conflicts. The author also presents problems involved in parental visits and possible solutions. Ways in which foster parents can make the experience become a period of growth are also given.

An appendix presents a list of the foster parents' and the agency's responsiblities and obligations.

Availability: Publications Dept.
Child Welfare League of America, Inc.
67 Irving Place
New York, NY, 10003
Price: $3.50

Accession Number 91532

Title: THE PENDLETON PROJECT

Author: The Pendleton Child Service Center

Source: The Pendleton Child Service Center, Virginia Beach, VA, 1977, 74 pp.

Funding: Virginia Division of Justice and Crime Prevention

Abstract: A semi-annual report describes the Pendleton Project, an interdisciplinary treatment program for behavioral problem children serving the localities of Virginia Beach and Chesapeake, Virginia. Emphasis is placed upon the identification, diagnosis, and treatment of antisocial behavioral disorders resulting from inappropriate learning, perceptual or learning disabilities, or emotional adjustment difficulties. The project intervenes at an early stage before contact with other human services such as juvenile justice, social services, and mental health is necessary.

The report describes the development of a diagnostic/prescriptive treatment model which was designed to identify major underlying causes of dysfunctional behaviors and treat children who share common characteristics and behavior problems. Charts illustrate client population characteristics.

The two main services of the project - outclient and residential - are discussed. The report describes the composition of the outclient service delivery team which is composed of two educational specialists, two social workers, two probation officers, and one public health nurse, and the reciprocal relationship between the agencies involved. Procedures for referral, initial interviews, the development of the treatment plan, termination, and follow-up are presented. The following are some of the most widely used outclient treatment programs: home note system (designed to provide daily feedback to parents regarding their child's classroom behavior and academic performance); behavior contracting; behavior analysis; eliminating firesetting behavior by using stimulus satiation; and a classroom-wide intervention program. The project also has a volunteer program which is described.

Residential, day care, and evening care services are designed to provide an intensive phase of treatment for children who cannot be effectively treated solely on an outclient basis. The following components of the residential programs are described: special education, prescriptive learning center, career awareness, therapeutic learning, social competence, effective learning, muscular relaxation, and arts and crafts.

Also presented are methods used to evaluate the project. Project personnel are listed, and an analysis of expenditures is provided.

Availability: Attn: Jean Cook
Capital Systems Group, Inc.
6100 Executive Blvd., Suite 250
Rockville, MD 20852
Price: $7.25 prepaid
Make check payable to
Capital Systems Group, Inc.

Accession Number 91534

Title: CHILDREN, YOUTH AND FAMILIES IN VIRGINIA: ASSESSING THEIR NEEDS

Author: Virginia Division for Children

Source: Virginia Division for Children, Richmond, VA, 1978, 359 pp.

Funding: Virginia Department of Welfare

Abstract: The goal of the study described in this report was to establish a reliable information base from which child serving agencies could develop more effective plans, policies, and services for the children of the State of Virginia. A second goal was the design and implementation of a process of needs assessment which was adaptable by local agencies and organizations. This report describes the methodology of the study, demographics of the survey population, data analysis, and major findings

Two separate surveys are described in the section on methodology. One consisted of a household survey of the needs of a sample of families with children throughout the state. The other was a mail survey of programs and services for children and youth provided by all identified child-serving agencies in Virginia. Included in the report are explanations of the questionnaire development, the design of the survey sample, and procedures for conducting the data collection and the analysis of that data. Demographic data are presented in terms of income distribution, racial and ethnic distribution, age distribution of children, and degree of urbanization and stability or mobility of the communities.

The analysis of the survey data is presented for the following seven areas which affect the growth and development of children and youth: family relationships, health, mental health, delinquency, education, employment, and the economic impact on the quality of life. The report contains the main findings in each area and a listing of the survey questions and response frequencies pertaining to that area.

In the conclusion, the report identifies the major problems and needs of children, youth, and their families; the families most in need of assistance and/or services to address these needs; and the extent to which these families are having their needs met by existing services. Both surveys identified gaps in the provision of services in rural areas.

The report includes samples of the survey instruments and tables illustrating data classification and results.

Availability: Virginia Division for Children
Suite L-4, 700 Building
Richmond, VA 23219
Price: no charge for single copy

Accession Number 91537

Title: INNOCENT VICTIMS

Author: Justice for Children Task Force, National Council of Jewish Women

Source: National Council of Jewish Women, New York, NY, September 1978, 76 pp.

Funding: St. Louis Section of the National Council of Jewish Women

Abstract: Guidelines for volunteer and community action groups to follow in educating their communities about preventing child abuse and neglect and in promoting better services for abused children are presented in this manual.

An overview of the problem includes an historical perspective, characteristics of abusive parents, indicators of child abuse and neglect, and the consequences of the lack of prevention and early detection. Legal issues are examined in regard to reporting laws, neglect and abuse statutes, and the adjudicatory process.

A chart illustrates the present legislative requirements in each state. A discussion of the adjudicatory process includes the procedures used by the court in reviewing child abuse and neglect cases and in removing the child from his or her birth parents. References for model legislation and systems for child abuse programs are cited for use by groups preparing for legislative action.

Suggestions are given for organizing a child abuse and neglect program. It is recommended that such a program begin with a study group to give group members a chance to learn more about the problem. An outline for study group sessions as well as recommended readings and additional resources are provided.

Procedures for launching a public information campaign are outlined. Possible themes and speakers for general information meetings for different professional groups are discussed.

Examples of community surveys are provided for groups to use in determining the extent of reported child maltreatment problems in a community, the nature of agency involvement and procedures followed, problems in the child protection system as preceived by the agencies, and the types of available services. The manual includes a discussion on establishing a hotline, and describes family support programs such as family outreach centers, crisis care centers, family living centers, and Parents' Anonymous.

The appendices provide a selected bibliography on child abuse and neglect, a list of films, sources for additional materials, and a glossary of terms.

Availability: Order Department
National Council of Jewish Women, Inc.
15 East 26th Street
New York, NY 10010
Price: $2.50 prepaid

Accession Number 91544

Title: FREEING CHILDREN FOR PERMANENT PLACEMENT THROUGH A MODEL ACT

Author: Katz, Sanford M.

Source: American Bar Association, 1978

Funding: Same

Abstract: This model Act was developed to serve as an impetus to states to reform their child welfare laws to promote permanent planning for foster children. Provisions are made in areas such as termination of parental rights, guardians ad litem, preliminary hearing, appeals, dispositions, confidentiality of records, and petitions for termination. Commentaries are given for each section of the Act.

The basic philosophy behind the Act is that a child's on-going needs for proper physical, emotional, and mental growth can best be met when he or she lives in a stable environment. The Act's underlying policy principles for terminating parental rights are the following:

- provisions shall be made for strengthening and preserving the birth family relationship;
- the state should find a stable, permanent home for any child who has been removed from the birth home for more than a year;
- the interests of the child shall prevail in a conflict with parental rights;
- parental rights may only be terminated under judicial proceedings.

Definitions of terms are provided, and grounds for both voluntary and involuntary termination of the parent-child relationship are stated in the Act.

The issue of court jurisdiction over termination cases is discussed. The Act recommends that a division of the court of highest general trial jurisdiction have exclusive jurisdiction over termination. The court should also have access to appropriate social service resources.

The discussion on petition for termination addresses the eligibliity requirements of the petitioner as well as the contents of the petition. The phases and conduct of hearings and the procedures of a psychosocial assessment and report of the child's needs are also presented.

The Act also imposes specific legal duties on the child's court appointed guardian ad litem in order to assure that the attorney will thoroughly and effectively participate in the adjudicatory stage of the termination proceeding.

Availability: American Bar Association
Order Billing 513
1155 East 60th Street
Chicago, IL 60637
Price: $2.50

Accession Number 91545

Title: THE ECOLOGY OF HELP-SEEKING BEHAVIOR AMONG ADOLESCENT PARENTS

Author: Cannon-Bonventre, Kristina, Ph.D and Kahn, Janet R., Ed. M.

Source: American Institutes for Research, Cambridge, MA, January 1979, 99 pp.

Funding: Administration for Children, Youth and Families, Department of Health, Education and Welfare

Abstract: Teenage parents' own definitions of their needs and their experience with helping networks were examined in this study. Ways in which service providers can improve the responsiveness of their services to these special needs were also studied.

The methodology of the study is described, and the demographic and personal characteristics of the mothers and fathers are given. Ninety-one teenage mothers, twenty fathers, and representatives of twenty-two service agencies in the Boston area were interviewed.

The study indicates that teen-age parents experience problems in a variety of areas including transition to parenthood, finances, mental health, education, employment, health care and housing. Case examples of teenage mothers illustrate their experiences with these problems.

A study of the types of services which are sought by teenage parents indicated that help such as financial aid, food, housing, and medical care is a more pressing need than counseling or other such standard "soft services." Their responses also revealed the large extent to which they preferred to seek and receive help from family members.

Interviews with agency representatives indicated the problems involved in providing adequate services to young parents. Some of these are the adolescent's changing needs, social worker burn-out, limited resources, and inadequate outreach. Suggested improvements in service provision are also given.

The recommendations for research, policy and practice which resulted from the findings of the study included:

- Policy makers and service providers should understand teen-age parents' definitions of problems and acceptable sources and forms of help;
- A minimum of three years of follow-up of parents and their children should be a standard service;
- Infant and child care, transportation, and flexible school schedules should be made available to teen-age parents so that they can finish school or job training;
- Family health care services should be provided;
- Efforts should be made to reduce feelings of isolation by providing support groups, subsidized telephone services, education and employment;
- Basic life maintenance skills should be incorporated into school curricula;
- Funding priorities should be given to agencies which are changing to meet new needs and which coordinate their services with other agencies.

Availability: American Institute for Research, 22 Hilliard Street, Cambridge, MA 02138
Price: $5.00 prepaid

Accession Number 91551

Title: FAMILY SECRETS

Author: Junior League of Atlanta

Source: Junior League of Atlanta, Atlanta, GA, n.d., 48pp.

Funding: Same

Abstract: A series of stories concerning child abuse and neglect are presented in a romance magazine format. The first-person accounts are related by teenagers who have overcome the effects of traumatic experiences.

The magazine is directed toward teenagers who also have been abused and/or who are experiencing abusive tendencies toward their own children. The story format of the magazine is designed to help prevent child maltreatment by informing potential abusers of the various ways to obtain help and relieve stress.

In addition to the stories, the magazine includes a quiz on being a good parent, a list of referral agencies in Atlanta, a checklist on how to choose a day care center, and answers to some commonly asked questions about child care. Scattered throughout the magazine are advertisements of various hotline and social service agency numbers.

Availability: Junior League of Atlanta
3154 Northside Parkway NW
Atlanta, GA 30327
Price: no charge

Accession Number 91552

Title: THE DONALD M. WHALEY CENTER TREATMENT FAMILY PROGRAM

Author: The Donald M. Whaley Children's Center

Source: The Donald M. Whaley Children's Center, Flint, MI, January, 1979, 38 pp.

Funding:

Abstract: The Treatment Family Program is described as one component of the Whaley Children's Center, an evaluation and intensive treatment program for emotionally disturbed children ages six through twelve. The program provides long-term aftercare treatment in a family setting for emotionally disturbed children who have progressed through the residential and group home programs offered by the Center, but who still need treatment in a family environment before returning to the community. This report describes the concept of the program, the transfer procedure from residential care, family application and placement procedures, and the family study process.

The treatment family is comprised of specially trained parents employed in the community who may have their own children and one or two residents placed through the Center. The requirements for the position and specific duties are listed.

The family study procedure is described, which consists of a general orientation session, a series of interviews, and a study of community resources. An outline is provided for this procedure.

In-service training sessions include an intensive two-day orientation at the Center, semi-monthly staff meetings, and foster parent training. In addition, the parents work with the Center's Therapist and the Family Treatment Coordinator who evaluates and consults on the treatment process.

The placement procedures which are discussed include referral, family selection, visitation schedules, and the transfer meeting. Held at the end of the visitation period, the transfer meeting consists of an outlining of the individualized plans for placement. Emphasis is placed upon specifying those activities and behaviors which will bring about the eventual placement with birth parents or adoptive or regular foster parents. Provisions are also discussed for a contract meeting, anniversary meeting, and termination of placement.

Sample forms included in the report are inquiry and referral forms, treatment family contract, therapist contract, birth parent's contract, and monthly report outline. A statement of operation procedures is also provided.

Availability: The Donald M. Whaley Center
1201 N. Grand Traverse Street
Flint, MI 48503
Price: no charge

Accession Number 91557

Title: A SYSTEMS APPROACH TO THE PLANNING AND DEVELOPMENT OF EFFECTIVE VOLUNTEER PROGRAMS

Author: State of Florida Office of Volunteerism

Source: State of Florida Office of Volunteerism, Tallahassee, Fl, n.d., 66 pp.

Funding: Department of Health and Rehabilitative Services, State of Florida and ACTION

Abstract: This guide was written to help social service agencies develop effective volunteer programs.

A basic premise underlying the approach is that agency administrators must apply standard management principles to the planning, implementation, and operation of volunteer services. The establishment of administrative goals and objectives for volunteer services is suggested. A model operating policy is presented which delegates responsibility for volunteer recruiting, screening, training and supervision, and outlines how these activities are to be done. It also establishes monitoring, evaluation and accountability systems.

An effective accountability system is cited as being mandatory for implementing a quality volunteer program. The key elements of accountability are numerical reporting, program evaluation, data and information analysis, and corrective action.

The document addresses the development of specific volunteer tasks and methods which meet client needs and discusses staffing, resource allocations, recruiting, screening, and training of volunteers.

The concept of a "central volunteer register" is recommended as being a useful master index of all occasional or special service volunteers who can be contacted when needed.

Availability: Office of Volunteer Services
1317 Winewood Blvd.
Tallahassee, FL 32301
Price: no charge

Accession Number 91560

Title: FAMILIES

Author: Families, Inc.

Source: Families, Inc., West Branch, IA, 1979, 20 pp.

Funding:

Abstract: Families is a program which offers comprehensive home-based services to families in an effort to prevent the out-of-home placement of children. This report describes the services of the program.

The report states that no limitation is placed on the provision of services in the home and that staff is available twenty-four hours a day, seven days a week. The philosophy of the agency stresses the importance of the family and the community in a child's life, and programs are tailored to meet the specific needs and unique circumstances of each family. A team approach is used in treating families, centering around a core of family therapy.

The objectives of the program are to provide services to persons constrained by emotional, developmental, physical, or mental handicaps to enable them to remain in the community; to treat children who have been abused or neglected; and to preserve, rehabilitate, or reunite families. The services for reaching these objectives include family and recreational therapy; training in parenting, communication skills, home management, and budgeting; and employment assistance.

The process of the provision of service is described including referral and intake procedures, eligibility determination, client grievances, program components, staff development, and the use of community resources. The aspects of the counseling component which are described are staff deployment, family assessment, contracting, and program planning. A program profile is composed for each family which consists of problem areas, hypotheses about what needs to be changed, a program plan, and potential resources to be utilized or created. Also discussed are implementation techniques and criteria for termination. Other components described are education, volunteers, family involvement, client employment, and client transportation.

A diagram illustrates the organization of the agency and how services are provided. Job descriptions for staff members are also provided.

Availability: Mike Ryan, Director
Families, Inc.
P. O. Box 130
West Branch, Iowa 52358
Price: $1.50

Accession Number 91568

Title: PERMANENT PLANNING CASEWORK: THE INITIAL INTERVIEW (Film)

Author: Regional Research Institute for Human Services

Source: Regional Research Institute for Human Services, Portland State University, Portland, OR, 20 min.

Funding:

Abstract: A dramatized interview of a parent whose child is in foster care is featured in this twenty minute videotape. It presents the problems a permanent planning caseworker is likely to encounter in working with the parents of children in foster care and suggests strategies for overcoming these problems. Discussed in relation to this initial interview is the parent's understand of the caseworker's explanation of the necessity for permanent planning, the option of voluntary relinquishment, and other options based on the child's need for a permanent home.

One of the caseworker's goals in the initial interview is the establishment of a working relationship with the parent. The worker informs the parent of the available options and their consequences. In addition, the videotape suggests that the caseworker attempt to motivate the parents to take steps to remedy problems that are keeping the child in foster care.

Availability: Permanent Planning Project
Regional Research Institute for Human Sources
Portland State University
P.O. Box 751
Portland, OR 97207
Price: \$25.00 for ½" open reel
\$30.00 for 3/4" videotape cassette

Accession Number 91571

Title: SYSTEM OF SOCIAL SERVICES FOR CHILDREN AND THEIR FAMILIES

Author: Peat Marwick, Mitchell & Co. and Child Welfare League of America

Source: Children's Bureau, Administration for Children, Youth and Families, Office of Human Development Services, Department of Health, Education and Welfare

Funding: Same

Abstract: Presented in this manual is a design for a model system for delivering social services to children and families. It was written to assist service providers to improve service quality and to increase agency efficiency and accountability. The model addresses the deficiencies revealed by a twenty-five-state survey and incorporates the exemplary practices found in the state systems examined. It provides information and guidelines for administrators and planners to use in studying and modifying their service delivery systems. Primary emphasis is on client service operations, the portion of the overall delivery system that involves the direct interaction of children, families, and the community with the personnel and resources of the system.

A step-by-step methodology for planning, developing, and implementing all or portions of the design for client service operations is provided. It emphasizes the importance of top-level management support throughout the change process, the need to plan and manage that process from beginning to end, and the participation of representative agency personnel at all levels in making the decisions for change and implementing them.

Design specifications for each of the client service operation functions and emergency services are presented along with the resources needed to support each. The design of each function also includes the types of information required in each case action, as well as the procedures, guidelines, skills, and training that must be developed to support each of these case decisions and actions.

Three organizational prototypes demonstrate how this functional design may be structured in rural and urban settings. Adaptations can be made to reflect an agency's setting, program, and operational needs.

Appended to the manual are reference and illustrative materials for developing forms and reports on the information flow. Included are case decision-making guidelines, training programs, and mass media packages. A bibliography provides summaries of reference material for developing manuals and training programs for service delivery personnel.

Availability: Publications Department
Children's Bureau
Administration for Children, Youth and Families
P.O. Box 1182
Washington, DC 20013
Price: no charge for single copy

Accession Number 91583

Title: FOSTER PARENTING

Author: Arthur D. Little, Inc.

Source: Office of Juvenile Justice & Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, DC, December 1978, 74 pp.

Funding: Same

Abstract: This manual is designed to guide foster care workers through the processes of selecting and training foster parents. The benefits to the foster child and caseworker of having qualified and prepared foster parents are noted.

A discussion on selecting foster parents stresses methods for effectively recruiting and screening foster parents. The steps described in this process include defining foster parent roles and responsibilities, targeting groups of potential foster parents, recruitment strategies, initial and in-depth screening, and using screening information to assess foster parent training needs.

A foster parent training curriculum is also presented in the manual. The course is designed to give new foster parents an understanding of their role and the roles of the foster child and birth family. It also contains information on the foster care system, agencies, and available services.

Trainers are provided with suggested agendas and activities. In addition, references and guidelines for training techniques such as group work and role playing are also presented. The course suggestions are designed to be supplemented and adapted by individual trainers according to the needs of the particular foster parents.

An appendix to the manual describes various foster care training curricula. In addition, written and audio-visual materials are listed by subject area.

Availability: Ms. Artie Parks
Arthur D. Little, Inc.
1735 I Street, N.W.
Washington, DC 20006
Price: no charge

Accession Number 91588

Title: IT'S TIME TO STAND UP FOR YOUR CHILDREN: A PARENT'S GUIDE TO CHILD ADVOCACY

Author: Beck, Rochelle

Source: Children's Defense Fund, Washington, D. C. 1979, 46 pp.

Funding: Revson Foundation

Abstract: Informing parents about child advocacy issues and providing ways in which they can become active in advocacy are the subjects of this guide.

Data about children's needs relating to poverty, disease, education, and home life are presented. Reasons for parents to advocate for the rights of their own and other's children are also given.

Guidelines prepare parents for the challenges of being an effective child advocate. Suggestions are given on how parents can respond to obstacles encountered in dealing with government agencies, institutions and systems like schools, welfare departments, adoption agencies, and courts.

Steps on how child advocates can choose and tackle a problem include breaking the problem down into small, manageable pieces; collecting facts; identifying key people; developing recommendations; and being persistent.

Various advocacy tools which are recommended are organizing a group, using publicity, commenting on federal and state plans, negotiating, and lobbying.

An appendix lists thirty agencies and organizations that provide parents with facts, training materials, and workshops on advocacy.

Availability: Children's Defense Fund
1520 New Hampshire Avenue, NW
Washington, D. C. 20036
Price: $1.65 each

Quantity discount:
10 - 19 -10%
20 - 99 -20%
100 -25%

Accession Number 91597

Title: LEGAL ASPECTS OF PROTECTIVE SERVICES FOR ABUSED AND NEGLECTED CHILDREN

Author: Caulfield, Barbara A.

Source: Administration for Public Services, Office of Human Development Services, Department of Health, Education and Welfare, 1978, 121 pp.

Funding: Same

Abstract: This manual was designed to teach social workers in state and local protective service agencies how to prepare for and conduct themselves during court proceedings of child abuse and neglect cases. Legal references and procedures are presented for the following topics: Investigation and Diagnosis, Evaluation for Court, and Trial.

Liability issues surrounding child abuse reporting are discussed, and a chart lists social workers' liabilities and immunities under each state's child abuse reporting laws. Constitutional amendments regarding aspects of investigation and state statutes for the emergency pickup of child abuse cases are presented, along with a description of civil and criminal procedures.

A flow chart illustrates the process which child abuse cases follow from identification through court action and treatment. Guidelines are provided to help the social worker decide when to go to court.

An overview of court procedure includes a detailed flow chart which depicts aspects of pretrial matters, adjudication, and disposition. The various elements of the adjudicative and dispositional court stages are also described including right to counsel, confrontation and cross-examination, standard of proof, and rules of evidence. The roles of lay, character, and expert witnesses are discussed and examples of each are given. The issue of allowing testimony from a child is also discussed. Social workers are provided with practical suggestions on how to handle themselves while on the witness stand.

The discussion of evidence focuses on the admissability of medical records and the hearsay rule. A chart presents examples of hearsay rule exceptions. Testimonial privileges of husband/wife, attorney/client, physician/patient, and psychotherapist/client are also described.

The application of various constitutional rights, such as the right to counsel or hearing, are defined as they relate to parents and children. A glossary of legal terms, instructions on reading legal citations, and a discussion of interstate compacts are included in the manual.

Availability: Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402
Price: $3.00 plus postage and handling
Quantity discount: 100 or more less 25%
Order No. 017-091-00218-5

Accession Number 91605

Title: HELPING CHILDREN FACE CRISES

Author: Barman, Alicerose

Source: Public Affairs Committee, Inc., New York, NY, 1976, 24 pp.

Funding: National Institute of Mental Health; Alcohol, Drug Abuse, and Mental Health Administration; Public Health Service; U. S. Dept. of Health, Education and Welfare; Rockville, MD

Abstract: This booklet suggests ways in which parents can help children cope with crises such as death, divorce, illness, moving, and starting school. Explanations are presented of the various ways children perceive and react to crises.

Suggestions emphasize the importance of parents and children honestly communicating their feelings. Neglecting to share reality or to include the child in family grieving is said to have profound consequences. Case examples are given to illustrate the various reactions children might display in response to parents' attempts to handle crises.

The booklet provides parents with a list of general do's and don't's for handling crisis situations.

Availability: Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016
Price: $.50 each. Postage and handling extra if invoiced.
Quantity discount: 4 - 9 @ $.35
10 - 99 @ $.28

Accession Number 91609

Title: THE RETARDED CHILD MULTI-MEDIA FILMSTRIP KIT (Filmstrip)

Author: Western Psychological Services

Source: Western Psychological Services, Los Angeles, CA

Funding:

Abstract: These filmstrips emphasize the importance of parental attitudes in raising a mentally retarded child. Parents are urged to accept the child as a family member and involve him/her in as many normal family activities as possible.

The filmstrips encourage early diagnosis and evaluation of the retarded child in order that he/she may become involved in developmental and educational programs at any early age. Possible causes, types, and degrees of retardation are presented, and parents are encouraged to meet with school officials, teachers, and nurses in order to be involved in developing an appropriate plan for each child.

Retarded children are shown in a number of situations in the school and home, and emphasis is placed upon parental patience and the recognition that the development of retarded children occurs at a slower rate than that of normal children. Parents are encouraged to allow them as much independence and responsibility as possible and to teach them as much about sex as they can comprehend. The possibility of working in sheltered workshops is mentioned as an option for some retarded persons, and the special social security benefits available to them are presented.

A book, The Retarded Child - Answers to Questions Parents Ask, is included with the filmstrips. Discussed are the causes and definitions of retardation, the terminology used in describing retardation, family and individual adjustment problems, schooling, training, and institutionalization. The book includes a section on diagnosis and referral with a listing of resource agencies where parents can obtain information about mental retardation.

In addition, the filmstrip package contains a program script and a 1978-79 catalog of standardized tests, selected books, special education materials, and timing devices dealing with the mentally retarded.

Availability: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, CA 90025
Price: $62.50/kit plus $5.00 postage and handling

Accession Number 91611

Title: SEXUAL MISUSE OF CHILDREN: TOOLS FOR UNDERSTANDING

Author: Holley, Kay Christy

Source: Pierce County Rape Relief, Allenmore Medical Center, Tacoma, WA, 1979, 51 pp.

Funding: Pierce County Rape Relief

Abstract: This manual is designed to help parents and teachers educate children and youth about sexual misuse. Information and statistics regarding sexual misuse are presented along with approaches for teaching children.

An introduction presents definitions and misconceptions of issues of sexual misuse and incest. Legal references focus on the laws of the State of Washington. The differences between the effects of long-term misuse and incidental misuse are discussed.

School professionals are provided with physical and behavioral indicators of sexual misuse. Examples are given of classroom and interpersonal behaviors and attitudes toward the home commonly exhibited by children who have been sexually misused. Suggested professional responses are also presented.

The manual discusses the role and responsibilities of parents in preventing and responding to the sexual misuse of their children. Guidelines for making a situation of sexual misuse less traumatic are outlined.

A section of the manual provides a set of learning tools to be used by parents and teachers. Group presentations, role play situations, and self-concept exercises are provided. Specific safety tips are directed toward parents, babysitters, and children, and lists of hitchhiking precautions and rape prevention tatics are given. In addition, case examples and children's stories are offered as a basis for group discussions on values and awareness.

Included in the manual is a listing of relevant resources in Washington State in the areas of adoption/pregnancy, counseling, emergency services, health care, private therapy, and training and consultation. State statutes on sexual abuse are also given.

Availability: Pierce County Rape Relief
Allenmore Medical Center
Suite A105
19th and Union
Tacoma, WA 98405
Price: $2.98

Accession Number 91614

Title: HELPING MALTREATED CHILDREN: SCHOOL AND COMMUNITY INVOLVEMENT

Author: Halperin, Michael

Source: The C.V. Mosby Company

Funding:

Abstract: Designed for persons interested in the role educators can take in preventing and remedying child maltreatment, this book can be used by teachers, administrators, parents, social service workers, school board members, and students in education programs.

According to the author, educational institutions, as the one common denominator in the lives of all maltreating families, can and must assume responsibility for identifying maltreated children and helping their families. This is the stated thesis of the book, and specific arguments are presented which support the involvement of schools in fighting child maltreatment.

Information concerning maltreatment incidence and legislation is presented, and definitions are provided for the various forms of maltreatment. The question of whether child abuse is increasing is discussed in terms of historical records, evaluation of the concept of childhood, and the changing nature of the family in America.

Traits and circumstances that prevail in families prone to maltreatment are reviewed under the categories of predisposing psychodynamic and character traits, inadequate social learning, dysfunctional family structure, and environmental stress factors. Guidelines for identifying maltreated children are given which focus on behavior patterns.

Various approaches for helping maltreating families are discussed which include federal and local programs, protective services, and multidisciplinary treatment models. Specific guidelines for teachers to use in helping maltreated children and their families are also provided. Included in this section are evaluative procedures, discussion of child study teams, a sample case conference presentation, and a sample case study.

The impact of a coordinated school and community effort in identifying and assisting maltreating families is also examined. This includes a discussion of the various roles of school staff members and a description of a child advocacy team. Also examined are school board policies on reporting child abuse and reporting forms. The book relates the use of such programs to secondary school settings as well as to elementary schools.

Practical strategies necessary for the development of a comprehensive maltreatment prevention program are presented. Included are discussions on the steps required to analyze student needs, the role of the principal, preparation of staff and community, teacher training and modification of the program as needed.

The book also includes a list of resources for planning and implementing a program and an annotated bibliography of books, pamphlets, and films.

Availability: C.V. Mosby Company
11830 Westline Industrial Drive
St. Louis, MO 63141

Price: $7.95; 10 +: 10% discount

Accession Number 91618

Title: CHANGES: CHANGES: CHANGES: YOU AND YOUR BODY

Author: Choice

Source: Choice, Philadelphia, PA, 1978, 58pp.

Funding: Family Planning Council of Southeastern Pennsylvania

Abstract: The purpose of this pamphlet is to provide clear and accurate information about sex and pregnancy to teenagers. The subjects discussed are related to both young men and women.

Topics such as male and female sexual differences, gynecological examinations, and the effectiveness of different birth control methods are discussed and illustrated. Emphasis is placed upon answering questions teenagers may have about such subjects as menstruation; homo-, hetero-, and bisexuality; sexual intercourse; and veneral disease. Aspects of pregnancy, pre-natal care, and readiness for parenthood also are discussed.

In addition, a supplementary list of agencies and clinics in the Philadelphia area is provided along with telephone numbers and specific services available. These include planned parenthood and family planning clinics, birth control clinics, counseling services, and telephone hotlines.

A glossary provides definitions of sexual terminology.

Availability: Choice
1501 Cherry Street
Philadelphia, PA 19102
Price: $1.00 plus $.48 postage and handling

Accession Number 91631

Title: NATIONAL STUDY OF SOCIAL SERVICES TO CHILDREN AND THEIR FAMILIES

Author: Schroeder, Anita G. and Shyne, Ann W.

Source: Children's Bureau, Administration for Children, Youth, and Families, Office of Human Development Services, Department of Health, Education and Welfare, Washington, DC, August, 1978, 252 pp.

Funding: Same

Abstract: The methodology and results of a national survey of public social services for children and their families are presented in this book. The survey was conducted to collect comprehensive data on the problems presented by child welfare service recipients and on the nature of the services they receive. A second purpose was to develop and test a procedure for obtaining data for planning, policy formulation, program development, and training.

Tables illustrate the demographic characteristics of the children served by the agencies studied, the reasons for receiving services, and living arrangements. The report describes agency services in terms of methods of delivery, service plans and goals, and caseworker characteristics. The services provided to children being served for the following most frequently occurring reasons were examined in detail: neglect, abuse, financial need, emotional problems of children, parent-child conflict, abandonment, and parental unwillingness to care for the child.

Findings on children receiving foster care and adoption services and on children served because of status offenses, mental retardation, or teenage pregnancy are also highlighted.

Discussed are the implications of the survey data and the following recommendations for dealing with them:

- The availability of homemaker services should be expanded;
- The problem of child neglect should be dealt with apart from child abuse;
- Permanence and security for the child should be a central theme in program planning, administration, and supervision;
- Popular, legislative, and administrative support should be developed for any services which help prevent family breakup;
- Emphasis should be placed on subsidized adoptions;
- Outreach programs for pregnant teenagers should be expanded; and
- Staff should be provided with intensive and continuing training programs.

Appendices provide the methodology, a glossary of terms used, and various questionnaires.

Availability: Publications Office, 330 C Street, S.W., Washington, DC 20201
Price: no charge Publication No.: (OHDS) 78-30150

Accession Number 91636

Title: FAMILY HEALTH CARE

Author: Hymovich, Debra P. and Barnard, Martha Underwood, Eds.

Source: McGraw-Hill Book Company, New York, NY, 1979, 394pp.

Funding:

Abstract: This book is a compilation of articles written primarily by nurses who work with family units. The overall focus is on maintaining the dignity of families and individuals and enabling them to help themselves. The book is designed to be used by professionals of any discipline who work with families. Each article provides professionals with practical considerations and tasks which address the needs of family members.

The articles are organized according to those dealing with families coping with a developmental change, such as parenthood, and those dealing with families in a situational crisis, such as the birth of a developmentally disabled child. The majority of the articles focus on families with children; however, many articles deal with crises relating to elderly family members.

Articles dealing with children discuss topics such as guidance for the expectant family, adjustment to an expanding family, families with a school-age child, families with an adolescent, adolescent parenthood, adoption, children with birth defects or terminal illnesses, and detection of child abuse. The psychosocial effects of these various family experiences are emphasized.

Availability: McGraw Hill
1221 Avenue of the Americas
New York, NY 10020
Price: $8.95; 6 or more: 20% discount

Accession Number 91637

Title: CHILD WELFARE POLICIES AND PRACTICE, 2nd Ed.

Author: Costin, Lela B.

Source: McGraw-Hill Book Company, New York, NY, 1979, 469 pp.

Funding:

Abstract: This textbook presents social welfare students with background knowledge of concepts, policies, and practices in the field of child welfare. Basic child welfare services such as in-home care, day care, protectice services, foster care, adoption, and income maintenance programs are discussed. National statistics, research findings, and reports on social work practice are quoted as supportive information to the text. Each chapter includes a set of questions for individual study and for class discussion as well as selected references.

The aspects of child welfare services are presented in a legal framework. An historical and philosophical perspective of juvenile courts is presented, and recent legislation, such as the Juvenile Justice and Delinquency Prevention Act of 1974, is discussed as it relates to juvenile court jurisdiction. The judicial process, including court services and facilities, is also examined, and current trends and issues relating to children and the court, such as diversion and deinstitutionalization, are presented. Issues on guardianship are also examined.

A chapter on school and employment focuses on the history of the child labor movement and protective legislation. Current related issues such as youth unemployment, the problems of migrant children, and the effects of government programs are discussed.

The historical, philosophical, and procedural aspects of regulating children's out-of-home care are presented. The nature of licensing standards, accreditation, and purchase of services are included in the discussion. In addition, the implications of current trends such as increased administrative attention to licensing are highlighted.

The textbook includes an extensive discussion of the effects of poverty on children and the various governmental income maintenance programs which are designed to address problems related to family income. Each program is illustrated by brief case examples.

Protective services for abused and neglected children are also presented. Included in this chapter are discussions on the causes, symptoms, and effect of child abuse and neglect, characteristics of abusing parents, and approaches to treatment.

The historical development, principles, and practices of the foster care and adoption systems are illustrated by case examples, policies, placement studies, and flow charts. The various types of in-home and day care services are presented in relation to the societal and individual factors which necessitate them. Future directions in this area of child welfare services are also discussed.

The emergence of child advocacy as a child welfare program is also included, and a chapter focuses on tasks, strategies, and techniques.

Availability: McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020
Price: $15.95; 6+: 20% discount

Accession Number 91640

Title: SEXUAL ABUSE OF CHILDREN: IMPLICATIONS FROM THE SEXUAL TRAUMA TREATMENT PROGRAM OF CONNECTICUT

Author: Community Council of Greater New York

Source: Community Council of Greater New York, New York, NY, April 1979, 39 pp.

Funding: Same

Abstract: This report discusses issues in program development in treating sexually abused children, and describes a treatment program for victims of sexual abuse in Connecticut.

The report discusses the dynamics of child sexual assault, including the mechanics of the assault, the secrecy and disclosure phases, intervention, and treatment techniques. Guidelines for developing a sexual abuse treatment program include discussions on start-up monies, case review procedures, and multidisciplinary teams composed of professionals in child protective services, law enforcement, and mental health.

The Sexual Trauma Treatment Program's approach to identification, assessment, investigation and treatment of the sexually abused is presented. In the discussion of the program's approach, the emphasis is on a supportive, authoritative manner, and the need to confront the sexual abuse behavior directly. The Connecticut program's intervention is presented from the time the complaint is received until the time treatment begins. The different treatment modalities include individual therapy with each family member, adolescent group therapy, a mother's group, and art therapy. An integrated evaluation component is described in terms of its implications for administrators and clinicians, and for further program development.

Appendices include guidelines for the investigation, assessment, and examination of the sexually abused. Also included are examples of a problem-oriented record-keeping form, a treatment plan, and a bibliography.

Availability: Community Council of Greater New York
225 Park Avenue South
New York, NY 10003
Price: $3.00 prepaid

Quantity discount:
5- 9 copies: 10%
10-19 copies: 20%
20+ copies: 33-1/3%

Accession Number 91643

Title: YOUTH ALCOHOL AWARENESS TRAINING FOR HEALTH EDUCATORS, SCHOOL COUNSELORS, YOUTH WORKERS: TRAINER/TRAINEE MANUAL

Author: Memphis State University, College of Education, Department of Special Education and Rehabilitation

Source: Southern Area Alcohol Education and Training Program, Inc., Atlanta, GA, 1977, 88 pp.

Funding: National Institute on Alcohol Abuse and Alcoholism

Abstract: In addition to training health educators, school counselors, and other youth workers in the nature and effects of alcohol use and in methods of intervention, this manual also is aimed at training youth to be peer helpers. Included in the manual is detailed information on the physiological, psychological, sociological, and legal aspects of the effects of alcohol. The various phases of alcoholism and the behaviors associated with them are also described.

The problems of youthful co-alcoholics, persons who are in continuing relationships with alcoholics but who are not themselves alcoholics, are also discussed. Aspects such as parental influence, role confusion, and intervention approaches are included in this discussion.

A section of the manual is devoted to the enhancement of the adolescent's self-concept. A discussion of adolescent needs is supported by instructions for activities which are used to help the youth explore his/her identity, values, and direction.

Detailed intervention approaches are presented to teach youth how to help youthful alcoholics and alcoholic family members. The techniques focus on bringing the alcoholic individual to face his or her problem in order to motivate the initiation and continuation of recovery efforts. A human relations training model is illustrated by charts and various rating scales.

Instructions for using the manual and conducting the Youth Alcohol Training Program are also presented. Suggestions are provided for activities for each of the content areas. A pre and post-test entitled the Youth Alcohol Awareness Scale is included with the manual.

A list of audiovisual resources relating to alcohol abuse are presented in the appendix.

Availability: SAAETP, Inc.
4875 Powers Ferry Rd., N.W.
Atlanta, GA 30327
Price: $20.00

Accession Number 91645

Title: LEARNING GAMES FOR INFANTS AND TODDLERS: A PLAYTIME HANDBOOK

Author: Lally, J. Ronald and Gordon, Ira J.

Source: New Readers Press, Syracuse, NY, 1977, 80pp.

Funding:

Abstract: This book is designed to be used by parents and child care professionals with children from two months to two years of age. Learning games, each with a defined purpose, are grouped according to the age and developmental capability of each child.

The games are designed to develop a child's sensory, motor, and communication skills, body awareness, self-confidence, and reasoning. Common household items such as mirrors, keys, and cups are the types of objects, if any, used in the games. Adults are encouraged to be flexible and creative in their choice of playthings.

Described in the book are games which require the child to imitate sounds, coordinate body with eye movement, find hidden objects, use different senses, problem-solve, and recognize spatial relationships.

An introduction provides instructions on how to use the book. Each grouping of games is prefaced by an explanation of the learning value of various types of games. The game instructions specify the child's and adult's physical positions, actions, the purpose, and variations of the game. An artist's illustration of each game is also included.

Availability: New Readers Press
Box 131
Syracuse, NY 13210
Price: $2.40 prepaid
Stock #565

Accession Number 91650

Title: PARENTS AND PROTECTORS: A STUDY IN CHILD ABUSE AND NEGLECT

Author: Shapiro, Deborah

Source: Research Center, Child Welfare League of America, Inc., New York, NY, 1979, 127 pp.

Funding: Same

Abstract: This report discusses the findings of a research project designed to study the factors which lead to the reduction of abusive and neglectful behavior among parental figures. The focus of the project was on the effectiveness of protective services intervention at child welfare agencies.

The report describes the study design, including data collection, instruments, respondent reliability, and data analysis. The demographic characteristics and socioeconomic status of the study families, the nature of the charges of abuse and neglect leveled against them, and their responses to the situation and the services offered to them are discussed.

The status of the children in each family with regard to health, schooling, and relationship problems is described, as are parental views on parenthood and parents' own childhood experiences.

The report also addresses the effect of agency and family variables on the outcome. Case illustrations demonstrate different levels of improvement. Factors associated with successful outcomes were the mother's age, her competence as a housekeeper, nonauthoritarian attitudes, a relatively long period of agency activity, and a moderate number of services in addition to counseling. Also presented in this report is a discussion of the differences between abusing, neglectful, and marginal families and the implications of these differences in designing future research.

Implications for research and agency practice resulting from the study are presented. Areas discussed are longitudinal research, the use of lay services, early intervention, and the development of adequate typologies.

Availability: Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003
Price: $5.45
10-49 copies: 15% discount
50+ copies: 20% discount

Accession Number 91663

Title: NO CHILD IS UNADOPTABLE

Author: Churchill, Sallie R.; Carlson, Bonnie; and Nybell, Lynn, eds.

Source: Sage Publications, Beverly Hills, CA, 1979, 173 pp.

Funding: Edna McConnell Clark Foundation and Children's Bureau, Department of Health, Education and Welfare

Abstract: A series of articles examines the adoption of children once labeled "hard to place" because of handicaps that were considered to be deterrents to successful placement. The articles discuss a commitment to parenting that emphasizes the human capacity to assume a nuturing parent role with special needs children when provided counseling and appropriate financial assistance. Drawing upon literature based on actual family experiences, research, professional experience, and ideological stands, the book presents the efforts of adoption workers, community workers, and legislators in overcoming prejudice in legislatures, social agencies, and communities concerning special needs adoption.

An overview of traditional assumptions regarding adoption is discussed along with the changes in priorities and methods that have developed to serve children's needs. The articles address the impact of agency attitudes, policies, and practices on the placement of children. Discussed are the unique aspects of finding homes for children previously labelled hard to place--black children, adolescents, children with mental retardation. The changing definition of the adoptive family and ways in which agencies are beginning to tap unused family resources are also presented. An account of one adoptive family's experience illustrates these changing concepts.

Tasks such as selecting a child and family for each other and preparing them for adoption are discussed as they relate to special needs children. The group study approach is examined, and methods for the social worker to use in working with an older child are suggested. An article also discusses what workers must do to assist a child and an adoptive family in the event of disruption of the placement. Other articles examine the use of visual aids in preparing children for adoption, the value of crisis theory and family theory in conceptualizing problems related to adoption, and group treatment for latency age children.

Also provided are descriptions of programs developed to facilitate the adoption of children with special needs.

Availability: Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, CA 90212
Price: $7.00

Accession Number 91667

Title: BREAKING THE CYCLE OF CHILD ABUSE

Author: Herbruck, Christine Comstock

Source: Winston Press, Inc., Minneapolis, MN, 1979, 205 pp.

Funding:

Abstract: Developed to provide information about child abuse and neglect and to offer solutions for these problems, this book presents case histories of child abusers who participated in Parents Anonymous, a self-help group for parents who have abused or who fear they will abuse their children.

Definitions and examples of physical, emotional, verbal, sexual, and passive abuse are given, and instances of physical and emotional neglect are described. In addition, characteristics of abusive episodes are discussed with actual case study accounts serving as illustrations. The author also presents the cycle of the abused child growing up to become the child abuser. The relationship between stress and abusive behavior is discussed, and manifestations of overwhelming stress are illustrated.

Emphasis is placed upon alternatives which may break the cycle of child abuse. Parents Anonymous is described as a supportive organization which can assist parents in predicting an on-coming crisis and in rechanneling their anger away from their children. Dialogues from group meetings of these parents are presented.

Availability: Winston Press
430 Oak Grove
Minneapolis, MN 55403
Price: $8.95 hardcover; $4.95 paperback

Accession Number 91670

Title: SCHOOL DRUG ABUSE POLICY GUIDELINES

Author: Drug Enforcement Administration

Source: Drug Enforcement Administration, U. S. Department of Justice, 1978, 59 pp.

Funding: Same

Abstract: Concerned with a lack of communication and conflicting viewpoints regarding substance abuse among school-age youth, the Drug Enforcement Administration invited representatives of fourteen national organizations to formulate guidelines for the development of school substance abuse control policy at the local level. This handbook is a result of that meeting. It presents guidelines to aid in clarifying the process by which police, schools, and communities can contribute to lowering the incidence and prevalence of drug abuse by school-age youth.

Emphasized by the handbook is the need for focus on the creation of an atmosphere for learning about and understanding issues involving the use and abuse of drugs rather than on the apprehension of offenders. According to the handbook, successful development and implementation of substance use and abuse policies requires the broad-based participation and collaboration of groups such as school personnel, students, medical personnel, mental health personnel, parents, office of the prosecutor, law enforcement personnel, court system personnel, legislators, and public officials, and business and industry personnel.

Also included in the handbook are the results of three pilot conferences held to test the validity of the concepts described in the guidelines. Issues which were addressed included administration and policy procedures, school procedures, training and curriculum, and community relations. The process by which the pilot programs were developed is outlined, a tentative agenda for the conferences is provided, and recommendations for conducting the conferences are given. The policies and procedures which were developed at the conferences are also presented.

Availability: Drug Enforcement Administration
U.S. Department of Justice
Washington, DC 20537
Price: no charge

Accession Number 91671

Title: INFANT CARE

Author: North, A. Frederick

Source: Children's Bureau, Administration for Children, Youth and Families, Office of Human Development Services, U.S. Department of Health, Education and Welfare, Washington, D.C., 1972, 72 pp.

Funding:

Abstract: Written for the new parent, this handbook is designed to aid in the development of infant-care skills and problem-solving techniques during the first year of the baby's life.

Discussed in the handbook are daily activities such as bathing, feeding, sleeping, etc. It describes some of the things about normal babies that may worry parents and tells what to do or not to do about them. Danger signals warning of potential serious problems are presented with suggestions for appropriate places to seek help.

Additional materials in the handbook include a developmental chart listing characteristics of the infant at different stages of growth, a suggested schedule for pediatric visits, and a checklist for judging a day care center or home.

Availability: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 1791-0178
Price: $1.00

Accession Number 91672

Title: PROCESS EVALUATION

Author: Crescent Regional Criminal Justice Council

Source: Crescent Regional Criminal Justice Council, Glendale Heights, IL, 1979

Funding: Illinois Law Enforcement Commission

Abstract: Two documents resulted from a 1974 mandate from the Law Enforcement Assistance Administration to provide for the evaluation of federally funded programs and the system into which these monies were invested.

Two recent diversion and family counseling programs in Illinois were reviewed through the process evaluation approach. A process evaluation is described as an examination of the processes upon which the success or failure of the program is dependent and an appraisal of the extent to which the terms of the program's grant contract have been met. The focus is on program functioning, and the effort includes a fiscal and transactional review of grant-related information in accordance with rigidly defined and tested criteria. It tests the programmatic theories upon which a program is based and assesses program activities to determine if objectives have been met.

Described for each program are background information, revenues/expenditures, equipment, personnel, organizational structure, record keeping, and services. Assessments are reported for the number of clients served, client characteristics, referral sources, reason for referral, and project service transactions.

Included in the documents are the forms used in the evaluations, a client service module, and a training module.

Availability: Attn.: Mark Myrent
Region IV Law Enforcement Commission
971 Aurora Avenue
Aurora, IL 60505
Price: $6.50 per book

Accession Number 91673

Title: CREATING INTERAGENCY PROJECTS: SCHOOL AND COMMUNITY AGENCIES

Author: Ringers, Joseph, Jr.

Source: Community Collaborators, Charlottesville, VA, 1977, 56 pp.

Funding:

Abstract: Based on the premises that sharing is a basic element in interagency programs, and that conservation of energy and resources are positive objectives, this manual discusses the elements and processes involved in creating interagency linkages and projects. Questions provided at the end of each chapter serve as a process guide.

Basic principles and concepts of interagency programs are discussed, and the phases through which they evolve are illustrated. According to the manual, the purpose of interagency linkages are (1) to make better use of existing facilities, staff, equipment, and other resources through sharing; (2) to provide better utilization of any excess capacity; (3) to redistribute tasks and functions so that they may be performed by the agency best able to deliver the service; and (4) to streamline the administration and delivery of essential services so that they may be reapplied to extend service capability.

The manual discusses the crucial role of leadership style in facilitating cooperation and understanding among groups and in negotiating resolutions to problem situations. Strategies and techniques which are useful in promoting interagency linkages are described, and the importance of communicating with legislators and dealing with bureaucracies is discussed. The influence of the community power structure is also examined.

The manual presents potential problems encountered in the establishment of interagency networks and suggested methods of conflict resolution. Types and examples of interagency linkages are provided, and existing illustrative programs are discussed. In addition, a list of suggested readings containing more information on agency interaction and cooperation is included.

Availability: Community Collaborators
P.O. Box 5429
Charlottesville, VA 22903
Price: $3.95 plus 10% shipping and handling

Accession Number 91679

Title: LET US CATCH OURSELVES A VILLAIN: A SEARCH FOR A BETTER DELIVERY SYSTEM

Author: Wickey, Jane M. and Hartman, Barbara L.

Source: Models of Delivery Systems, Inc., Glen Burnie, MD, n.d., 31 pp.

Funding: Same

Abstract: Provided in this booklet are guidelines for establishing a coalition approach to social service delivery. The purpose of a coalition is defined as bringing together individuals and representatives of groups to pursue common goals. Such a coalition is viewed as instrumental in improving the social service delivery system by providing for better planning, communication, and flexibility among service providers. The booklet focuses on the importance of coalitions as agents of change and advocates for improvements in human service delivery.

Examined by the booklet are steps to be taken in building a coalition, the composition of the coalition, and the process for determinating common goals. Emphasis is placed upon the need for open communication in developing and maintaining an effective, cohesive coalition, and an examination of the dynamics involved in coalition building is presented. Also included are suggestions for the internal organization of a coalition, diversion of responsibilities within that organization, and the establishment of subcommittees and specific task assignments.

For illustration purposes, the history of an established coalition for handicapped children is presented which includes a discussion of problems both within and outside the group that had an impact on its effectiveness in the community it served. The booklet also has a list of particular criteria for developing a coalition which will succeed in improving some aspect of the human service delivery system.

Availability: MODS, Inc.
Post Office Box 403
Glen Burnie, MD 21061
Price: $3.00

Accession Number 91684

Title: BLACK PRIDE MEANS LOVING A BLACK CHILD--ADOPT ONE (Film)

Author: SUMA, Inc.

Source: SUMA, Inc., Cincinnati, OH, n.d.

Funding: Same

Abstract: Developed for public television use, these brief films (60,30, 10 sec.) are directed toward the black community. They encourage persons to contact their local adoption agency about adopting black children. Each film is accompanied by an audio cassette tape containing script materials appropriate to the video shots and describing general adoption requirements.

Video scenes include scenes of prospective adoptees playing, reading, and laughing; and black adults with adoptive children in loving situations. Each of the film sequences concludes with audio and visual spots which provide the name and telephone number of the proper agency to contact for further information.

Instructions for adapting these films to local agencies also are included.

Availability: SUMA, Inc.
2400 Reading Road
Cincinnati, OH 45202
Price: $100.00; $15.00 to preview,
deductible from
purchase price

Accession Number 91685

Title: FOSTER CARE: SERIES I (Film)

Author: Ducheny, Martin, producer

Source: SUMA, Inc., Cincinnati, OH, n.d.

Funding: Same

Abstract: The purpose of these film spots (60/30/20/10 sec.) is to aid agencies involved in the recruitment of foster parents. They are designed to be used on commercial broadcast stations as public service announcements. Instructions for local adaptation of the materials and an audio cassette tape accompany the films.

Two foster families are shown in this series. Each of the scenes involves family dining activities. While the video focuses on the families interacting in these situations, the audio portion of the series includes the voices of actual foster parents describing the joy of having foster children. In addition, an announcer encourages the audience to consider the option of becoming foster parents, emphasizing their potential positive influence on a child's life.

Availability: SUMA, Inc.
2400 Reading Road
Cincinnati, OH 45202
Price: $100.00; $15.00 to preview, deductible from purchase price

Accession Number 91686

Title: ADOPTING A CHILD IS A BEAUTIFUL WAY OF BECOMING A PARENT (Film)

Author: SUMA, Inc.

Source: SUMA, Inc., Cincinnati, OH, n.d.

Funding: Same

Abstract: Designed to be used as public service announcements, these films are aimed at motivating individuals to contact their local adoption agencies about adopting children of special needs. Accompanying the films are audio cassette tapes and instructions for adapting the spots to local agencies.

Each film focuses on the adoption needs of siblings and older and handicapped children. Included are video shots of each of these categories of children, along with scenes of a mother with six special needs children whom she has adopted. Each scene and audio script describes the needs of special children and suggests that adoption is a desirable alternative or supplement to natural parenthood. At the conclusion of each film, the title and phone number of a local adoption agency can be provided.

The films are available in sixty-,thirty-,and ten-second lengths.

Availability: SUMA Inc.
2400 Reading Road
Cincinnati, OH 45202
Price: $100.00; $15.00 to preview,
deductible from
purchase price

Accession Number 91689

Title: TEENAGE FATHER (Film)

Author: Children's Home Society of California

Source: Children's Home Society of California, Los Angeles, CA, 16mm.

Funding:

Abstract: Based upon interviews and case studies of unmarried teenagers involved in a pregnancy, this film focuses on the attitudes, problems, and trauma of teenage fathers.

Through the story of John, a seventeen year-old youth, and his pregnant fifteen year-old girlfriend, Kim, the film explores the relationships among John, Kim, his parents, friends, and Kim's parents. Responsibility is emphasized as a major issue in a dialogue which illustrates that John, his parents, Kim, and her mother all have different definitions of the word.

Sex education is another issue examined by the film. The film suggests that the emphasis in sex education classes might be shifted from severely discouraging sexual intercourse to providing better information on birth control and the need for communication among children and parents regarding human sexuality. Also explored are the social peer pressures on young men equating masculinity with sexual activity at an early age, while the teenage girl sometimes envisions pregnancy as an answer to her problems at home, providing her with a "happy ending."

The film provides information on alternatives and services available to teenage parents. Options disucssed are marriage, abortion, adoption, and the single parent.

Availability: Children's Home Society of California
Public Affairs Department
5429 McConnell Ave.
Los Angeles, CA 90066
Price: $350 plus shipping and handling

Accession Number 91690

Title: I'M 17, I'M PREGNANT ... AND I DON'T KNOW WHAT TO DO (Film)

Author: Children's Home of California

Source: Children's Home of California, Los Angeles, CA, 16mm.

Funding: The James Irvine Foundation

Abstract: This film illustrates the problems involved in teenage pregnancy and focuses on alternative solutions to those problems. It was developed as a curriculum aid for teenage audiences.

The film presents the story of a pregnant high school student, and explores the complexity of relationships among the girl, the father of her unborn child, and her parents. Each of these persons, along with her friends, suggest different resolutions of her dilemma.

In the film, the girl goes to an adoption agency and discusses her problem with a social worker. The social worker suggests that she attend group discussions of other pregnant teenagers. During these meetings, the girls not only share their feelings and concerns about their relationships with their boyfriends during pregnancy, but are given opportunities to ask questions about alternatives such as foster care and adoption.

Decisions of the various group members are revealed in the film. The girl decides to keep her infant after birth, but after fourteen months, she decides that adoption is the best solution for both herself and her child. The film then shows the adoptive parents of the child.

Accompanying the film is a discussion guide which includes suggested questions for examining the issues presented.

Availability: Children's Home Society of California
Public Affairs Department
5429 McConnell Ave.
Los Angeles, CA 90066
Price: $180 plus shipping and handling

Accession Number 91692

Title: GROWING UP TOGETHER: FOUR TEENAGE MOTHERS AND THEIR BABIES (Film)

Author: Children's Home Society of California

Source: Children's Home Society of California, Los Angeles, CA

Funding: The James Irvine Foundation

Abstract: Developed for teenagers and young adults, this film explores the problems of young unmarried mothers and examines the needs and rights of their children. The stories of four unmarried teenage mothers illustrate different attitudes and situations of teenagers who have children.

In the segment on Annie, who is sixteen and living at home with her mother, stepfather, stepbrothers, and her five month-old son, the issue of religion is considered, along with the frustrations of being tied down with maternal responsibilities.

The section about Chriss, a sixteen year-old with an infant, examines her relationships with all members of her household, emphasizing the disintegration of her relationship with her father. Chriss attends a teenage mother program while her son is in nursery school, and she expresses feelings of isolation, loneliness and a desire to communicate closely with someone about her feelings and needs.

Anne, eighteen, and the mother of a three-year old and two year-old twins, lives alone and subsists on welfare payments. The film examines the prospect that, due to frustration, immaturity, and feelings of entrapment, Anne became a child abuser. Her children are wards of the court.

Lynn, nineteen, with a fourteen month-old son, believed that pregnancy would create an independent living situation for her and her boyfriend; however, her boyfriend abandoned her. The paradox of her desire to escape from her parents and her acceptance/resentment of their financial support is the major issue discussed in Lynn's story.

Although the film offers no answers to the problems and dilemmas posed in these stories, the discussion leader's guide, which is available as a teaching tool, suggests questions and issues for consideration and discussion.

Availability: Children's Home Society of California
Public Affairs Department
5429 McConnell Ave.
Los Angeles, CA 90066
Price: $350 plus shipping and handling

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